

Developing an Effective Model of Non-Formal Education For Rural Development

IN COLLABORATION WITH THE GOVERNMENT OF GUJARAT

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P O R E W O R D

It seems to me that higher education in India is a highly capital-intensive industry in view of the money spent on the maintenance of more than 120 Universities and 4,500 affiliated colleges. It is, therefore, desirable that Indian Universities involve themselves in the process of social transformation and thereby justify their existence as instruments of social change and development. It is, in this context that the Universities should extend the man-power and material resources to cover a variety of social groups, especially the under-privileged and socio-culturally dis-advantaged classes of society.

It has been estimated that one quarter of the world's population will not attend any school in this century. In many of the less developed countries, that figure may be 50 per cent. In Asian countries the tradition of education research back over centuries. But its continuity and orderly evolution were altered, and in certain countries even totally disrupted, by the historical events of the eighteenth and nineteenth centuries which led in many countries of Asia to the loss of freedom. Under the impact of these events, traditional institutions of education started to decline, and in the second half of the last century, new and different educational systems, mostly patterned on the systems in the Western countries, began to take shape.

deliver the goods and have continued to be plagued by several problems and contradictions such as intractability of illiteracy, high attrition rates even at the primary cycle, irrelevance of curriculum, unjust and unreliable selection procedures, inequalities of development between different areas or social groups, growing unemployment among the educated, and so on. Nothing short of a radical restructuring of these educational systems on the lines of non-formal education can save the situation.

The existing educational systems seem to run continually into a dilemma. On the one hand, the social demand for education continues to grow and the unit costs of education tend to rise because of increasing sophistication and professionalization. On the other hand, the paucity of resources available to education and the resources to support it can only spell disaster for the educational systems. The strategy of non-formal education alone can retrieve the situation by reducing the unit costs through adoption of the new educational technology and through full utilization of the energies of the entire population through appropriate programs of mass participation. Education, therefore, is required not only for the liquidation of illiteracy but more essentially for the dissemination of general and applied science and technology and technical know-how and the skills of modern living.

The Department of Education, South Gujarat University, Surat took initiative in the matter of non-formal education for various social groups who had no opportunity to avail themselves of the growing knowledge that impinged on their lives.

It should be noted that Dr. Motilal Sharma, Member Department of Education of this University took initiative in drafting the proposal for the Project on 'Developing An Effective Model of Non-formal Education for Rural Development: A Systems Approach'. The Department wanted to develop a system model of non-formal education which could be replicated for other places in similar situations. In other words, the Department wanted to continue its mission in the field of non-formal education on a more sophisticated basis. For the last five years, the Department has engaged itself in the task of non-formal education without any grant whatsoever. The programme was almost self-financing. I am sure, the report that follows will provide an idea of the way in which we went about developing a model. I take this opportunity to thank Professor A.R. Desai, Vice Chancellor, South Gujarat University, Surat for providing the necessary guidance and encouragement from time to time. It is high time that the Indian Universities begin to justify their existence by extending its boundaries beyond the campus and go to the masses.

I cannot but express my profound gratitude to National Council of Educational Research and Training (NCERT) for providing the financial support and co-operation for this project.

time. I take this opportunity to put on record my heartfelt thanks to Dr. S.K. Mitra, Director, NCERT, New Delhi for his guidance and encouragement.

I would also like to mention here that the team working on the Project did not spare anything in completing the work in time. Dr. Motilal Sharma, the Principal Investigator of the Project has worked very hard on this project and his identification with the project was really commendable. Dr. K.V. Sheth, Co-Investigator of the Project was a major support to Dr. Sharma. Research fellows who worked on the project were : Miss Ananya Sheth and Mrs. Vasundhara Joshi. They too worked very hard.

Let the pages that follow tell the remaining story.

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15th February, 1980

P R E F A C E

With the intensification of the world crisis in formal education, interest in non-formal education has grown at a rapid pace all over the world. Educators, administrators, politicians, and the average citizen have all become more or less aware of the need for alternatives to formal system of education, for less-expensive and more-effective learning strategies to contribute optimally to both individual and national development. Non-formal education has been most popular mode of education which has been tried extensively in different countries of the world in different forms as an alternative to formal education. Non-formal education though relatively new but is an exceedingly complex concept. It may be helpful, at the outset, to define operationally the concept of NFE to present a rationale for its systematic study, and to compare some model characterization of formal and non-formal educational programmes. Moreover a considerable part of non-formal education programmes arise as a result of inadequacies in the formal school system. Therefore it could be assumed that systematic study of non-formal education might further strengthen understanding of the directions that the formal system might take if it is to gain greater efficiency with regard to national development goals.

Furthermore a better comprehension of non-formal educational inputs, programmes, processes, and outputs on the part of educational planners in both the developed and developing nations is urgently needed. Unfortunately, educational planners till recently devoted their attention almost exclusively to the formal education sector and neglected the admittedly difficult-to study non-formal education sector. This warrants widening of the scope of educational planning to include relevant data from the non-formal education sector. This approach might call for greater emphasis on research on conceptualising the non-formal education, on delineating its structure and functions, and on the systematic evaluation of its utility as a complement, a supplement, or an alternative to formal education programmes and to other programmes related to national development.

The present project has been an attempt at conceptual analysis of non-formal education and development of a systems model which could be used for planning, implementing and evaluating NFE programmes. The project was conducted in rural setting with an emphasis on mobilization of local resources for implementing NFE programmes. The model developed here could possibly be used for development of NFE programmes for both the urban and the rural areas. This project could best be described as an exploration in the direction of application of systems approach to non-formal education. It is hoped that this work will help in furthering the current efforts being

made among scholars and professionals to redefine the concept of non-formal education with special reference to development and to carry out empirical and policy oriented research in this area of great social significance. The model developed here will, it is assumed, help in designing strategies and replicating experiment on these lines.

We would like to acknowledge with gratitude the guidance and encouragement we received from Professor Guntwant B. Shah, Director of the project and Head of the Department of Education. He has been a source of inspiration all through out the implementation of the project. We also thanks Dr. M.B. Bueh for his encouragement which we received at the initial stage of the project.

We are thankful to Professor A.R. Desai, Vice Chancellor of the University who not only inaugurated the project but always inspired the project team to conduct the project meaningfully. We are also thankful to Mr. G.A. Desai, Registrar of the University for his valuable cooperation. The M.G.D.A.F. deserves our sincere thanks for providing financial support for the project. We are quite thankful to Professor R.P. Singh and Professor G.H.K. Mishra who provided academic support and encouragement to the project team from time to time.

Shri Das Kaka, Chairman, Samal Dairy deserves our sincerest thanks for helping the project team in mobilizing local support for the project at Sahasra. Thanks are also due

to Mr. Dilipbhai, Deputy Sarpanch of Umra who helped whole heartedly in extending the project to village, Umra. We would like to make special mention of the valuable cooperation provided by Mr. Desai, Sarpanch of Takarna, Mr. Patel, Deputy Sarpanch of Takarna, Principal Jagadaganeswala and the Headmistress of the local primary school in implementation of the project.

Miss. Ananya Sheth and Mrs. Joshi who worked as Research fellows on the project deserve special appreciation for the hard work and sincere efforts which they put in completing the project. Mr. Bhavsar, Mrs. Malik and their colleagues deserve thanks for providing supporting secretarial services to the project

(K.V. SHETH)
CO-INVESTIGATOR

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PRINCIPAL INVESTIGATOR

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CHAPTER-7

INTRODUCTION

LITERACY POSITION : AN OVERVIEW

It has been estimated that there are 110 million more illiterates in the world today than there were in 1951. The majority of that increase has occurred in the developing world. This is true for India also. According to the Census figures of 1971, there were 41 million children in India in the age group of 6-14 years who were not going to schools. In addition, there were 211 million illiterates above the age of 15 years out of whom 52.6 million were in the age between 15-25 years (India, 1975). This population is dispersed throughout the country. If one looks into the growth of the problem by taking one simple example of children between the age group of 11-14 years only, one will find that the number of children who are not receiving schooling was 21.85 million in the year 1951, increased to 33.38 million in the year 1971 ~~will~~ and this number is not likely decrease appreciably in the near future. The number of illiterates in India in the year 1971 was 386 million as against 388 million in 1961. However, the percentage of literacy according to 1971 census rose to 29 percent from 24 percent in 1961.

If one glances at the educational statistics of Gujarat, one of the 21 States of India, with total population of 3.03 crores on 1st July 1976, (India, 1977-78) Gujarat stands fourth in terms of literacy rate. Data regarding literacy in different states of India have been shown in Table-1.1.

TABLE-1.1

Statewise literacy data

(1977-78 Census)

Sr. No.	State	Male (%)	Female (%)	Total (%)
1	Andhra Pradesh	38.43	18.32	28.52
2	Assam	44.31	23.52	34.60
3	Bihar	35.78	10.24	23.35
4	Gujarat	55.78	29.00	41.84
5	Haryana	44.02	17.77	31.91
6	Himachal Pradesh	50.32	23.67	37.30
7	Jammu and Kashmir	31.01	10.94	21.71
8	Kerala	77.13	62.53	69.75
9	Madhya Pradesh	38.77	13.08	26.37
10	Manipur	53.70	22.87	38.47
11	Maharashtra	59.40	31.00	45.77
12	Meghalaya	40.44	29.31	35.06
13	Mysore	48.51	24.55	36.83
14	Nagaland	39.65	21.56	31.32
15	Orissa	44.50	16.29	30.53
16	Punjab	46.22	29.91	38.69

Table-1.1 contd....

Sr. No.	State	Male (%)	Female (%)	Total (%)
17	Rajasthan	33.87	10.06	22.57
18	Tamil Nadu	59.54	30.92	45.40
19	Tripura	46.84	24.84	36.19
20	Uttar Pradesh	36.69	12.46	25.44
21	West Bengal	49.57	26.56	38.86
	India	45.95	21.97	34.45

It is very clear from the table that literacy rate among women in all the states is very low except in Kerala. Kerala ranks first as far as women literacy rate is concerned while Rajasthan ranks last as far as literacy rate among women is concerned. Position of Bihar as well as Jammu and Kashmir is also very serious. As far as total literacy rate is concerned, Kerala has achieved maximum percentage, then follow Maharashtra and Tamilnadu and Gujarat. Gujarat stands fourth.

LITERACY IN GUJARAT

Table-1.2 gives an overview of the increase in literacy about 5.39 percent in the districts of Gujarat from 1961 to 1971.

TABLE-1.2

Literacy in different Districts of Gujarat
(Census Handbook, 1971)

Sr. No.	District	MALE				FEMALE				TOTAL			
		1961 (%)	1971 (%)	Increase in percentage (%)	1961 (%)	1971 (%)	Increase in percentage (%)	1961 (%)	1971 (%)	Increase in percentage (%)	1961 (%)	1971 (%)	Increase in percentage (%)
1	2	3	4	5	6	7	8	9	10	11			
1	Jamnagar	36.38	41.42	5.04	16.24	22.09	5.85	26.55	32.04	5.49			
2	Rajkot	42.55	49.20	6.65	20.51	28.70	8.19	31.74	39.23	7.49			
3	Somnath-nagar	33.82	40.02	6.20	14.66	19.06	4.40	24.92	29.86	5.34			
4	Kharragar	38.33	43.62	4.29	15.80	21.21	5.41	27.43	32.73	5.30			
5	Anand	38.79	43.69	4.90	13.62	23.15	4.53	28.91	33.65	4.74			
6	Junagadh	35.44	40.98	5.54	12.83	19.60	6.77	24.42	30.64	6.22			
7	Dutch	33.43XX	37.40	3.97	16.90	21.58	4.68	25.00	29.44	4.44			
8	Damashtantha	20.45	24.07	3.62	04.56	06.94	2.38	12.73	15.76	3.03			
9	Sabarkantha	36.20	44.16	7.96	11.26	17.64	6.38	24.03	31.14	7.11			
10	Naharna	45.58	49.77	4.19	21.97	27.46	5.49	32.96	38.86	5.90			

contd.....

Tab 1-1.2 cont'd...

	1	2	3	4	5	6	7	8	9	10	11
11 Gandhinagar				53.50			28.84			41.80	
12 Ahmedabad	52.71			58.33	5.62	29.29	37.78	8.49	41.00	45.79	6.91
13 Kheda	48.45			55.09	6.64	22.74	28.48	65.74	36.26	42.53	6.27
14 Panchmahals	29.01			33.74	4.73	08.80	11.23	2.45	19.23	22.88	3.60
15 Vadodra	45.89			50.56	4.67	23.43	29.69	6.25	35.21	40.67	5.46
16 Bharuch	46.39			46.41	0.02	21.44	24.49	3.05	34.26	35.73	0.47
17 Surat	45.30			47.99	2.69	25.29	30.31	5.02	35.46	39.39	3.93
18 Valad	43.25			46.44	3.19	23.03	28.68	5.54	52.08	57.57	4.49
19 Dong	14.26			20.80	5.54	05.78	07.13	3.35	09.26	14.16	5.90
Gujarat	41.13			46.11	4.98	19.10	24.75	5.65	30.45	35.79	5.34

It could be observed from Table-1.2 that Rajkot, Sabar-kantha, Kheda and Ahmedabad districts have improved the literacy rate by 7 percent while the other districts have improved by about 5 percent. Bharuch, Surat, Banaskantha and Panchmahals have improved literacy by a rate which ranges from 0.47 percent to 3.9 percent. Surat district ranked third in 1961 which shifted to the fourth rank in 1971, as improvement in literacy rate was very slow last during the decade. As far as sex is concerned the situation does not vary much from that of total population (literate).

LITERACY IN SURAT DISTRICT

The following Table-1.3 shows literacy position in different talukas of Surat districts in 1975-78

TABLE-1.3

Literacy percentage in different talukas
of Surat District (1975-1978)

Sr. No.	Taluka	Male (%)	Female (%)	Total (%)
1	Choryasi	65.8	45.5	55.1
2	Olpad	60.2	30.9	50.0
3	Kamrej	48.9	33.2	41.1
4	Mangrol	37.5	20.6	29.1
5	Mandvi	32.4	15.6	24.0
6	Sengadh	26.9	10.4	19.1
7	Vehhal	17.2	3.7	10.5

Table-1.3 contd....

Sr. No.	Taluka	Male (%)	Female (%)	Total (%)
8	Nizer	32.6	11.4	22.0
9	Vyara	32.8	16.6	24.7
10	Valod	43.4	25.4	34.4
11	Bardoli	43.7	30.3	37.0
12	Mahuva	48.1	28.1	38.1
13	Palsana	45.3	32.5	48.9
	Surat	48.0	30.3	39.39

From the Table-1.3, it could be observed that Olpad taluka ranks second in literacy position. The highest literacy rate has been found in Cheryasi Taluka while the lowest literacy rate was observed in Uohhal taluka. Eventhough Olpad taluka ranks second in literacy rate, it ranks fourth as far as women literacy rate is concerned, while Cheryasi taluka is at the top in women literacy also.

LITERACY IN TAKARMA

Total population of the village Takarma is 903 out of which 783 persons were recorded in door-to-door survey. Out of 783 persons, 447 persons are literate i.e. 57.1 percent population is literate. Out of 447 literate persons, 230 were males and 260 were females. This shows that male and female are equally literate.

EXPANSION OF FORMAL EDUCATION IN INDIA

Number of universities rose from 47 in 1960 to 121 as on December, 1976, with an enrolment of a little over 3.4 million. Number of colleges increased from 1,542 in 1960-61 to 3,905 in 1976. There were 79,616 middle schools in 1966-67 and 11.30 million pupils. In 1975, there were only 1,00,000 middle schools with 15 million pupils. At secondary stage there were 30,445 schools with an enrolment of 5.48 million in 1966-67, whilst in 1975 there were 40,000 schools with an enrolment of 7.49 million. Now there are 12,42,911 primary schools, 7,72,405 middle schools, 7,16,964 high schools in India. 83 percent of teachers from primary schools are trained, 94 percent of teachers from secondary schools are trained while from high/higher secondary, 82.3 percent of teachers are trained. (India, 1977-78)

EXPANSION OF EDUCATION IN GUJARAT

There are 8 Universities in Gujarat including one University for Agriculture Education. Number of institutions for higher education increased from 125 in 1964-65 to 305 in 1976-77. Annual average increase in the college-going students under the Arts Faculty was 4.2 thousand between 1964-65 and 1973-74, the same was as high as 8 thousand between 1973-74 and 1976-77. In Law Faculty also the annual average increase in enrolment during the fifth plan period upto 1976-77 was 1.37 thousand per annum as compared to the preceding decade when annual average increase was only 0.8 thousand. Similarly in the Education

Faculty the average annual increase in enrolment was 0.67 thousand during the decade ending 1973-74 whereas the increase in number of students registered during the fifth plan period upto 1976-77 was 1.36 thousand. The science and commerce faculties also recorded increases in enrolment during the fifth plan period but the average annual rate of increase was less in case of science viz. 2.6 thousand (science) and 5.3 thousand (commerce) compared to the average annual increase during the preceeding decade when the rates were 0.85 thousand (science) and 5.4 thousand (commerce). The enrolment in higher education increased at an average annual rate of 15.6 thousand between 1973-74.

Considerable progress has been observed in secondary education in the state during the last 23 years since Gujarat state came into existence, in May 1960. The number of schools rose from 1,099 in 1960-61 to 2,525 in 1973-74. Almost all the big villages have got the facilities of secondary education. Enrolment of students rose from 3.65 lacs to 8.68 lacs during the same period. The number of teachers employed also rose from 14,208 to 32,026. The percentage of trained teachers was only 50 percent in 1960-61 which rose to 85 percent by 1973-74.

The Table-1.4 presents the progress in the sub-sector of Elementary Education in Gujarat since 1960, when Gujarat State was formed.

TABLE-1.4***Progress of Elementary Education in
Gujarat State (April, 1978)**

Sr. No.	Item	60-61	65-66	68-69	73-74	76-77
1	Schools	18,512	20,242	21,103	22,500	22,566
2	Enrolment (in lakhs)	22.47	29.71	32.71	32.69	43.12
3	No. of teachers	58,807	77,916	85,259	1,07,121	1,11,190
4	Percentage of trained teachers	48.10	68.60	81.50	90.00	95.54

***Source of data:** Elementary Education (Gujarat), Directorate of Education, Ahmedabad, 1978.

It could be observed from the above table that there has been a good deal of increase in number of schools from 1960 to 1977. Enrolment is approximately doubled. The number of teachers is also doubled as compared to that of 1960-61. Almost all the teachers are trained.

During the year 1977-78, from the age group 6-11, 112.00 percent of boys and 80.00 percent of girls making total of 97 percent were enrolled, while from the age group 11-14 years 62 percent of boys and 38 percent of girls making total of 50.00 percent were enrolled. It will thus be seen that though for the boys' group, it has been possible to achieve the required enrolment, the position is not very satisfactory in respect of girls' education. The same picture also emerges in respect of tribal population.

EXPANSION OF EDUCATION IN SURAT DISTRICT

There is one University and 18 institutions for higher education in Surat District. There are 11,000 students going to colleges for higher education. In the year 1975-76, there were 142 secondary schools while they have increased up to 150 during 1977-78. There were 58,000 children^s enrolled in secondary schools, during the year 1977-78. The total number of secondary teachers was 2,077 in the year 1977-78. In the year 1975-76, there were 1,717 primary schools in the district which increased upto 1,803 during 1977-78. Number of students enrolled in primary schools during 1977-78 was 2,81,000 and teachers working in primary schools was 7,427. There are 59 villages which have yet not been provided with a primary school.

EXPANSION OF EDUCATION IN OLPAD TALUKA

There is not a single college for higher education in the Taluka. There were 11 secondary schools in 1977-78. As far as students' enrolment is concerned there were 2,526 boys and 1,391 girls going to secondary schools during 1975-76 while it has been decreased to 2,164 boys and 1,386 girls during 1977-78. There were 133 teachers in Olpad taluka during the year 1975-76 that increased upto 141 during 1977-78. There were 106 primary schools during the year 1975-76 which increased by three and reached to 109 during 1977-78. There were 10,976 boys and 9,501 girls enrolled for primary education during 1975-76 which has increased to 11,531 boys and 9,352 girls during 1977-78. There were 361 primary

school teachers during 1975-76 which has increased to 575 during 1977-78. There are 7 villages in the taluka which have not been provided with even primary school facilities.

EXPANSION OF EDUCATION IN TAKARMA

There is no facility for higher education in the village. Students desiring to get higher education have to go to Surat which is 27 kilometers away from the village. There is one high school in the village. Table below describes the expansion of secondary education from 1971 to 1978 in the village Takarma.

TABLE-1.5*

~~XXXXXX~~ Expansion of secondary school
education in Takarma (1971-1978)

Year	Total number of teachers	Total number of students		
		Boys	Girls	Total
1971-72	9	159	74	263
1972-73	10½	152	94	286
1973-74	10½	170	83	253
1974-75	10½	161	90	251
1975-76	9	192	96	288
1976-77	9	150	98	248
1977-78	9	137	96	233

*Source of data: School Record

It could be observed from the above table that number of students enrolled in 1971-72 is more than that of in 1977-78. Some

observation can also be made with regards number of teachers.

Decrease in number of students and teachers may be due to the Government's new policy about secondary education. The policy affected many small schools for standard eleven has been taken away from the secondary schools and has been added to higher secondary school.

Enrolment of girls is about 50 % less as compared to enrolment of boys. All the nine teachers are trained. Besides this, there are 8 teachers in the primary school. All the teachers are trained. There were 114 boys and 111 girls making total of 225 students during 1977-78. During 1977-78, 43 students from primary school left the school and 19 children from the age group 6 to 14 were not enrolled in the school. There are no facilities for pre-primary education in Takarma.

EXPENDITURE ON EDUCATION

Fifth five-year plan (1974-1979) final document says the total expenditure on education is estimated to rise from Rs.14,500/- million in 1974-75 to about Rs.22,870 million in 1976-77. The share of primary education has been cut down from Rs.10,300 million to Rs.7,720 million. Total expenditure on education, inclusive of plan and non-plan, during the fifth plan period was estimated to be about Rs.90,000 million, next only to that on defence. The data reveal that though our formal system is the biggest producer of man power, it is also the largest consumer, so much so that it is difficult to maintain internal consistency within the system. While the growth of enrolments in higher level is determined by the enrolments at the lower levels and can be quickened only to the extent that the base is enlarged, it is equally true that expansion at lower levels in turn must depend

on the output of teachers from the higher levels. Another obvious fact is that the formal ^system is not only costly but inadequate to cope with the problems of education, even literacy.

ILLITERACY PROBLEM

In spite of expansion of education in terms of number of universities, colleges, enrolment^l of students' population etc. our country is facing two major problems one is poverty and the other is illiteracy. ~~See annexes that~~ Indeed the problems of poverty and illiteracy are two aspects of the same stupendous problem and struggle to overcome one without at the sametime waging a fight against the other is certain to result in disappointments. Percentage of illiteracy was increased in 1951, 1961, 1971 and 1977 from 17.39, 18.70, 20.95, to 22.66 crores. In 15-35 age-group, out of a total of 9.71 crores of illiterate persons the rate of literacy among rural females is only 18.80 percent and there are vast variations between x rural and urban and between scheduled castes and scheduled tribes on the onehand and the remaining population on the other.

FAILURES AND DRAWBACKS OF FORMAL EDUCATION

A high percentage of the primary schools' age population outside the urban area is not yet covered by the system. This increases the illiterate adults. The formal education has become more and more bookish and it takes away the students from the real life situation. It does not help in achieving the national goals of economic and social development at the local, regional and national

levels. Formal education has become costly to the nation as well as an individual. Formal education system has not provided the skills needed in competing successfully with technological societies. Guiding principles are not adopted to the needs, values and characteristics of the clientele groups concerned. Its organization is not flexible. The educational content provided is academically more ambitious but less practical and less concrete than is necessary to prepare the participants for everyday life within a given community. There is wastage in education due to stagnation and drop-outs. With the expansion of formal education there is a large number of educated unemployment.

SEARCH FOR ALTERNATIVES

This picture of formal education creates a big question mark among parents, educators, educationist, teachers and students. It has become a burden to Government, trustees as well as community. Yet more and more formal schools and colleges are being established. Number of graduates and post-graduates are coming out from universities in increasing number. Precious years of life of an individual are invested in getting education without thinking of returns.

Thus to day's world of education is in need in search of an alternative to solve the problem of illiteracy, school drop-outs, stagnation, enrolment of children in primary school, increasing abilities of the citizens in order to develop country vigorously.

DIFFERENT ALTERNATIVE SYSTEMS TRIED SO FAR

The idea of continuing education was adopted and courses were designed in the universities by introducing correspondence courses contact courses and educational programmes were broadcasted on radio, TV, etc. Adult polyvalent centres were established and short-term, part-time, certificate and non-certificate courses were organized. Some universities have established special cells for continuing education. Basic education as well as adult education has also been introduced. Non-formal education was also tried out. Many non-formal education programmes have been launched for those who were, or are, unable to attend school. These programmes promote knowledge of the environment and aim to prepare the participants for coping with the practical problems of their lives. Most often these non-formal activities are localized and little known, and as they are run by various organizations, both public and private, they are not based on a systematic overall view of the problem to be solved on the national level. Nevertheless, they have a number of positive aspects. They embody a great richness of experience corresponding at least partially to the idea of basic education. They are in principle free from administrative complexity and capable of meeting urgent requirements without delay.

ADULT EDUCATION

There are number of skills of which the illiterate villagers are deprived today. Literacy is one of these and it should be viewed in this background. Literacy can not be accepted by the people as an isolated and a single gift. Literacy can be welcomed

and accepted by the people only as a part of a full package of programmes. National adult education programme is not an attempt at laying down of rigid guidelines, but rather an exploration of alternatives. It may be recapitulated that the objective is to organise adult education programmes with literacy as an indispensable component for approximately 100 million illiterate persons mainly in the age-group 15-35 with a view to provide them skills for self-directed learning leading to self-reliant and active role in their own development and in the development of their environment.

TABLE-1.6*

The present projections of targets for adult education (1978)

Year	Annual coverage (in millions)	Cumulative coverage (in millions)
1978-79 (year of preparation)	1.5	1.5
1979-80	4.5	6.0
1980-81	9.0	15.0
1981-82	18.0	33.0
1982-83	32.0	65.0
1983-84	35.0	100.0

*Source of data: National Adult Education programme-an outline

It needs to be clarified that these are effective targets and even if a very efficient programme is organised, there could be about one third wastage and the programme shall have to be organised keeping this in view. What is aimed is that by 1983-84

a capability to organise adult education programmes the aim then would be to strive for a learning society in which, life-long education is cherished goal.

PRIORITIES

a) women

Low literacy rate among women, causes for the formation of women groups as a special priority group. women form a substantial and integral segment of the labour force. An understanding about the role and status of women in society will, therefore, be an essential part of all programmes organised under national adult education programme. Table-1.7 indicates comparative position of men and women as far as adult illiteracy is concerned.

TABLE-1.7*

Adult illiteracy in the age-group 15+
(1978)

Year	Total population	Illiterate population		
		Total	Men	Women
1951	2150.17	1735.73 (80.74)	784.93 (70.06)	950.80 (91.06)
1961	2588.54	1870.02 (72.24)	782.28 (58.55)	1087.74 (86.85)
1971	3178.25	2095.11 (65.92)	863.80 (52.31)	1231.31 (80.64)

(Figures in bracket suggest the percentage)

*Source: National Adult Education programme--an outline

It is very clear from the Table-1.7 that illiteracy among women is more as compared to men. It demands special attention for providing special programme for women.

Scheduled castes also form a special priority group. Figures in Table-1.8 will help in justifying the programme for scheduled castes.

TABLE-1.8*

Illiteracy among scheduled castes in all age groups (1978)

Year	Total population	(figures in lakhs)		
		Illiterate population		
		Total	Men	Women
1961	644.17	578.01 (69.73)	273.36 (83.04)	306.65 (96.71)
1971	800.05	683.71 (85.33)	320.99 (77.64)	361.72 (93.56)

(Figures in bracket suggest percentage)

*Source: National Adult Education programme-an outline

TABLE-1.9*

Illiteracy among scheduled tribes in all age groups (1978)

Year	Total population	Illiterate population		
		Total	Men	Women
1961	278.79	273.31 (91.47)	129.59 (58.17)	143.72 (96.84)
1971	380.15	337.19 (88.70)	157.99 (82.37)	179.20 (5.15)

(Figures in bracket suggest percentage)

*Source: National adult education programme-an outline

The gravity of the problem is not uniform in all parts of the country, nor would any explanations be valid for all States. Women's educational disadvantage is both a system and a cause of their social oppression. It has to be recognized that illiteracy creates a barrier to the realisation of the constitutional goals of social justice and equality of status and opportunity between men and women. The report of the committee on the status of women in India (1974) drew pointed attention to the failure of constitutional and legal guarantees in changing the lives of the vast masses of our women because they do not have access to even knowledge about the status and rights that are guaranteed to them, or to the various programmes of social welfare and development that aim to improve their status. Policies to extend educational opportunities both formal and non-formal to women have failed to bridge the knowledge gap between the sexes which was established as the main task by the National Committee on women's education (1958-59) two decades ago.

FARMERS' FUNCTIONAL LITERACY IN GUJARAT

In Gujarat, there has been awareness about adult education and adult literacy classes were functioning in the state for a long-time. Farmers' functional literacy and education came into existence and tried in practical life also. Some pioneering work in this regard has been done in Surat by social workers like Ksm. Jyotsana Shukla and Shri Kalyanjibhai Mehta. The efforts ^{also} included production of literature for the new-literates. In 1963, the Government of Gujarat constituted a State Level Social Education Committee with head quarters at Surat to coordinate the efforts in this regard.

By 1974, as a result of these efforts 199 book-lets had been imparted to 2,30,405 persons. In 1971 the number of actual illiterates was of the order of 88.18 lakhs & if attention has been confined to the age group 15-35, the ultimate size of the problem would get reduced to making literates about 50 lakhs. Table-1.10 indicates the total number of classes and beneficiaries of farmers's functional literacy classes during the year 1978-79.

TABLE-1.10*

Situation of farmers functional literacy classes (15-35 age) in Gujarat - 1978-79

Sr. No.	District	Number of classes	Number of students being benefitted
1.	Surat	Nil	Nil
2.	Kaira (Nadiad)	60	2407
3.	Jamnagar	51	1722
4.	Junagadh	50	2255
5.	Kutch-Bhuj	55	2100
6.	Bharuch	53	2027
7.	Bulsar	Information has not been received yet.	
8.	Mehsana	Information has not been received yet.	

*Source of data: Social Education Office, Surat.

It can be observed from the above table that out of the 19 districts of Gujarat, 8 districts have been covered under farmers functional literacy programmes. Kaira has maximum number of classes and students too. This programme helps in solving the problem of adult illiteracy significantly.

ROLE OF VOLUNTARY AGENCIES IN ADULT EDUCATION IN SURAT DISTRICT

There are 9 voluntary agencies working for Adult Education in Surat District. They have covered about 9 talukas of the district. During the year 1978-79, 680 classes with total enrolment of 26,501 learners of the age-group 15-35+ were going on. Yet applications for 801 classes with 16,781 students were in process. Table-1.11 and Table-1.12 indicate the information about classes organized by voluntary organisations and the number of students attending these classes.

TABLE-1.11*

Involvement of voluntary agencies in Adult Education
during the year 1978-79 in Surat District

Sr. No.	Name of the organisation	Work area	Total classes	Total average 15-35 age-group	Remarks
1.	Morarji Desai Gramo-nnati Trust, Vaktana.	1 Palasna 2 Choryasi	100	20381	Working
2.	Kanjibhai Desai Samaj Shikshan Bhavan Trust, Surat	1 Choryasi other District	30	9005	Working
3.	Vedchhi Pradesh Seva Samiti, Valod (Grambharati Kalunkui, Tal.Valod)	Valod	60	1705	First batch is over.
4.	Vyara Taluka Daxin Vibhag Vikas Mandal, Vankal, Tal.Vyara.	Vyara	30	1015	
5.	Kanyashram, Madhi, Tal.Bardoli	Bardoli	30	1030	
6.	Kasturba Sevashram, Maroli, Tal.Navsari	Mangrol	100	3185	First batch is over.

contd....

Table-1.11 contd....

1	2	3	4	5	6
7.	Ukai Navniram Samiti Sangh, Ukai	Mangrol, Songadh, Uchhal, Nizer	130	4580	First batch is over.
8.	Halpati Seva Sangh, Bardoli	Kamrej, Palsana, Bardoli	100	3000	New proposal
9.	Purnakantha Shramjivi Bachanatsmak Trust, Chani, Post:Goji	Bardoli	30	900	-do-
Total			680	26501	

*Source of data: District Adult Education Office, Surat.

TABLE-1.12*

Details about projects in process

Sr. No.	Name of the organisation	Work area	Total classes	Total wave- age 15-35 age-group	Remarks
1	2	3	4	5	6
1.	Surat Jilla Sarvodaya Yojana, Buhari, Tal. Valod	Mahuva	60	1533	Proposals are sent
2.	Ukai Sarvodaya Yojana, Ukai	Songadh	60	1800	Sanction on March, 1979
3.	Farmers' Functional Literacy programme, District Panchayat, Surat.	Uchhal, Nizer	300	1800	Information about 60 classes is obtained
4.	Non-formal Education, District Panchayat, Surat.	Palsana, Valod, Bardoli, Kamrej, Mandvi, Mangrol, Mahuva	150	4628	Working

TABLE-1.13

Age-wise distribution of illiterate population
of village Makarna

	<u>Age-group</u>				Total
	Below 5 years	6 to 11 years	15 to 35 years	36 to 50 years	
Total illi- terate population	73	74	80	109	336

It is obvious from the above table that to make the village population literate programmes like Balwadi, Night classes for 6 to 14 age-group and for adult could be planned.

NON-FORMAL EDUCATION

Incidental education, which was the only education that an individual received in the primitive societies that existed at the dawn of civilization, provided to be inadequate as knowledge began to accumulate and specialisation became essential for the maintenance and growth of societies. This led to the development of various categories of non-formal education, which were deliberately organised by the society and which functioned on their own or supplemented incidental education. For instance, when the roles of men and women got separated and stereotyped, men learnt their skills as bread earners (whether as craftsmen, farmers, hunters or fighters) by being apprenticed to their fathers, elder brothers, or other selected men. Women learnt their skills of home-^{management} making and child rearing by apprenticeship to their mothers, elder sisters, or other women. When warfare became a specialised art, new social

Table-1.12 contd....

1	2	3	4	5	6
5. South Gujarat University, Surat					
a) Arts and Commerce College, Vyara.	Vyara	10	409	Working	
b) M.T.B.Arts College, Surat.	Kholwad Surat	2 10	80 250	Working Working	
c) P.T.Science College, Surat.	Surat	9	281	Working	
6. Vyara Taluka Panchayat Vibhag Vikas Mandal, Vankal, Dist.Surat Tal.Vyara					
	Vyara	100	3000	Proposals pending	
7. Valedha Vibhag Khat Majur Hitvardhak Sahakari Mandli, Valedha, Tal.Nizer, Dist.Surat					
	Nizer	100	3000	Proposals pending	
Total		801	16781		

*Source of data: District Adult Education Office, Surat

It is very clear from the above two tables that no agency has selected Olpad Taluka. Thus, Department of Education, South Gujarat University is justified in selecting a village Takarna from Olpad Taluka.

ILLITERACY IN VILLAGE TAKARNA

Out of 783 persons 134 men and 202 women were illiterate.

Table-1.13 presents age-wise distribution of illiterate population of Takarna.

institutions were developed to train the young to fight. Religion and culture were carried to the people not only through incidental education, but also through special programmes of non-formal education built round temples, mosques and churches and even through secular institutions like folk drama, dance and music. In this process unwritten literature like proverbs, tales or songs that passed from mouth to mouth also played a significant role. As societies grew more complex and modernized, they did develop formal systems of education. But it is necessary to remember that these agencies of non-formal education did not disappear, merely because formal education appeared on the scene. At present the non-formal channels of education cover both liberal and vocational education, they are traditional as well as modern, and they have continued to play an important role in the education and socialization of individuals, both before and after the birth of formal education. Non-formal education covers all the three educational objectives of imparting knowledge, teaching skills, or promoting values, although in the traditional forms it was most commonly used for the teaching of skills.

NON-FORMAL EDUCATION IN GUJARAT

To ensure that the enrolment is regular, the formal education system is also being supplemented by a non-formal education programme for the age-group 9-14 for which a provision of Rs. 175/- lakhs has been made in Gujarat. State Institute of Education has started the non-formal education programme in 1975-76. SIE prepares different projects for non-formals.

education and releases funds to Jilla Panchayat. Jilla Panchayat implements the NFE through primary school teachers and supervision is carried out by educational inspectors. Additional remuneration of Rs.50/- per month is paid to the teacher who conducts NFE class and Rs.20/- per month are paid to the Educational Inspectors who inspects the NFE classes.

NON-FORMAL EDUCATION IN SURAT DISTRICT

Non-formal education has been introduced in Surat District in 1976-77. Table-1.14 presents the details of NFE programme in Surat district.

TABLE-1.14*

Coverage of students from Surat District
under NFE programme

Year	Age-group 9-14	No. of centres	Age-group 15-25	No. of centres
1976-77	Nil	Nil	3000	100
1977-78	Nil	Nil	Nil	Nil
1978-79	2079	100	4628	150

*Source of data: Jilla Panchayat Office, Surat

It is obvious from the above table that non-formal education has not caught the desired momentum in Surat district. To achieve goals of non-formal education, there is a wider scope for experimentation and developing models.

TABLE-1.15*

Active NFE Centres in each Taluka of Surat
District (978-89)

Sr. No.	Taluka	Sanctioned NFE Centres		NFE Centres in action		Number of students being benefitted	
		9-14	15-25	9-14	15-25	9-14	15-25
1.	Palsana	6	10	6	10	169	400
2.	Uchhal	13	--	13	--	301	--
3.	Kamrej	10	17	10	17	216	562
4.	Mahuva	10	17	10	17	199	486
5.	Vyara	10	--	10	--	196	--
6.	Mangrol	11	41	11	41	261	1230
7.	Bardoli	7	21	7	21	161	630
8.	Songadh	10	--	10	--	222	--
9.	Valed	8	19	8	19	206	570
10.	Nizer	5	--	5	--	114	--
11.	Mandvi	10	25	10	25	244	750
Total		100	150	100	150	2279	4628

*Source of data: Jilla Panchayat Office, Surat.

Out of 13 taluka, 11 talukas are covered under non-formal education programme. There is no centre in Olpad Taluka. As literacy rate in Olpad Taluka is low, NFE is required in this area. So selection of village Takarna for NFE activities is justified.

Formal, non-formal and informal education aim at improving the living standards of the citizens of the country. Eighty percent of the population of our country live in villages. Secondly, majority of our population live below poverty line. In order to see that fruits

of democracy should reach to the last man of the country an integrated rural development programme needs to be given higher emphasis with an aim at reaching specific target groups comprising the rural poor, particularly small farmers, tenants landless labourers, women and young people. Special emphasis may be placed on improving the levels of living of the rural poor and involving all rural people in total development process which goes beyond purely agricultural development. A national committee (India, 1977-78) led by Shri Ashok Mehta has presently studied the working of the panchayats to suggest measures for grass root level disposed of resources and initiative.

The industrial policy has also been re-oriented to reinforce rural development. The policy aims at promoting rapid growth of small-scale industries in the rural areas. As many as 800 items have been reserved for the rural sector as against 180 in the past. The thrust is to remove unemployment and underemployment, and increasing availability of basic goods and reduce income disparities.

The new vistas of development are judged by the index of consumption standards, more than 200 million Indians are below poverty lines because they do not have gainful employment. The new Government has embarked on a policy of massive employment especially in the villages under the new concept of 'rolling plan'.

Bhatnagar (1976) defined integrated rural development as a package programme. According to him it must take into account the inter-relationships of socio-political, economic and technical

factors through systems approach. The situation of the rural poor ~~farmers~~ can only be improved if this large group is integrated into the overall system. This means that the society as a whole must develop a better awareness of the problems and create a more favourable political climate.

Non-formal education has a concern with the development of human resources which is beyond mere academic and scientific contribution to the body of knowledge. Non-formal education deals with the variety of human learning needs, such as the acquisition of occupational and house-hold skills, the assimilation and successful utilization of information on nutrition, sanitation, maternal, child health care, family planning, small farm management, housing improvement, the cultivation of vegetables and fruits on family plots of land, and basic every day consumer economics. It includes the building of new attitudes, values and aspirations. It also includes the formation of an informed, active citizens where each member is concerned with his own individual well being as well as that of his neighbours and of his own environment. This view of education and learning is focused on human beings, its intention is to help an individual in finding ways of articulating his needs and those of his community, mobilising resources to meet these needs and taking common of his own destiny for self-realization. It is a type of learning that is not imposed by outside forces but is sought and developed by the learners themselves.

Non-formal education serves both young people and adults, literates, illiterates and semi-literates. It is closely related to local needs, and it is neither time bound nor place bound. It

advocates need oriented programmes which can make use of local resources at maximum. It also suggests the integrated approach and interdisciplinary method for the individual's as well as community's development. It requires inter-ministerial, inter-agency cooperation in health, agriculture, nutrition and education with integrated programmes which are directly linked to the life style of the people who are in need of opportunities. Thus it requires that particular attention be given to the formal, non-formal and informal systems for transmitting knowledge in a society. Each system offers a partial solution to the problems, and in combination may represent the integrated approach needed for a more encompassing solution.

CHAPTER-II

NON-FORMAL EDUCATION: A CONCEPTUAL FRAME WORK

Introduction

As in classical Marxism (One single cause theory) that the economic sub-system (Particularly the organization production) of the total social system harbours the key to social understanding and social transformation, in the later half of the Twentieth century another single cause theory emerged that changes brought in education system would have deep effects throughout the society. Thus education has been accepted as a change agent. Human potential has been seen as real potential of a nation. In order to help individual in actualizing his or her potential, education system is used as a human potential processing system. Effective is this processing of men and women a nation has, more productive or more self-sufficient is the nation. Therefore, to raise productivity of a nation, education of its citizen is essential, secondly, looking from the individual's angle universalization of minimum essential education is essential, to help the child realise that he or she is a part of a big social system (nation) he or she has got right to share the benefits of its assets and at the same time he or she is responsible for its welfare.

With the emergence of the concept of human rights a new slogan "Education is the right of every human being emerged". Schooling is the most popular system for providing education, but at the same time it has been proved by empirical researches that schooling has become costlier and is incapable of providing education to allready for or assumed to be ready for providing education and has also become ineffective. Studies have also revealed that schools do not contribute significantly, even one third, to the performance of a child in the real life situation. With the advancement of technology, contribution of school is continuously becoming lesser and lesser. Besides this there is only a slim correlation between what goes in to a given school system (i.e., quality and quantity of buildings, teachers, equipment, etc.) and what comes out (i.e., the real achievement of the students and education's contribution to society).

Combination of all these factors viz., social pressures to educate every individual, financial constraints, in effectiveness of formal schooling etc. attracted attention of the people concerned to think of some alternative systems to cope with these problems. As a result adult education, correspondence education, open education, informal education, recurrent education etc. came into existence and were tried, which will still continue in one form or the other in different parts of the world. If one goes through the

literature produced so far on this by family of alternatives of education systems one will find that actually in place of "alternative of education" thinking continued to be in terms of 'alternative systems of education'. And the latest system in this series, which commonly discussed today is 'Non-Formal Education'.

NON-FORMAL EDUCATION (NFE)

The Concept

A general and broadly accepted definition of Non-Formal education was first given by coombs (1973):

" any organized educational activity outside the formal system. Whether operating separately or as an important feature of some broad activity that is intended to serve some identifiable learning orientees and learning objectives".

This definition is "value free", according equal legitimacy to any programme which operates outside the official, formal educational system. But non-formal education, as such is not value free, rather it ^{it} encompasses conflicting objectives and methods based on conflicting value premises. LaBelle (1975) says that non formal education refers to organized out-of-school-educational programmes designed to provide specific learning experiences for specific target population. Coombs

views non-formal education as a complement to formal education. He also deplores the "lack of organizational means for bringing important forms of non-formal education within the preview of educational planning. Since the latter has typically been confined to formal education and sometimes not even all of that". (Coombs, 1965). Grand Staff (1973) interprets NFE as a major new component in nation, State development. According to him NFE is intimately connected with the realization of the insufficiency of the economic growth approach to development. Furthermore Grand Staff (1973) suggests that NFE planners should take the following dimensions into consideration while planning NFE Programmes. (1) NFE Programmes should have a high potential for broad distribution of whatever rewards are promised; (2) there should be provisions for decentralised planning and for alteration of materials at the levels of use; (3) solid linkages to real employment opportunities should be provided; (4) there should be recognition of and response to the aspirations of participants; (5) there should be a clear basis for programmes in human needs; (6) programmes should be of limited duration with frequent completion points; (7) costs should be low. Thus Grand staff has broken non-formal education as an enterprise into a number of dimensions. He further classifies dimension four and states that "given the flexibility and

responsiveness of NFE, it is almost always possible to go into the situation /in/which education is to be introduced, and working with the human and material components of that situation, build an educational design 'on sight' allowing the design to emerge from and within the educational design activity itself".

Illich (1970) and Fraire (1970) conceived of Non-Formal Educations anti-formal education, although in two different senses. They both awaited the demise of formal education and those who plan and manage its development. In response to this ideological fervour loaded with anti-schooling bias Block and Papagianvis (1973) stated that 'non-formal' suggests that there is very little or no formal structure; it suggests a highly participative, non-hierarchical and spontaneous learning environment where all participants are both teachers and learners ... we do not, of course, deny that this definition might describe some non-formal educational activities accurately, but we do question whether it adequately describes all non-formal education activities. Some of the assumptions which underly this conception of non-formal education do not dovetail with the requirements of many skill training or political education programmes throughout the world".

Egginton and Ruhl (1975) discussing non-formal education in the context of colombian agrarian reform state that NFE has been proposed as a substitute for rural formal education because of its supposed capacity to promote participation and socio-economic satisfaction by imparting more ~~pr~~ practical relevant skills. AID (1970) working paper describes non-formal education as inclusive of the myriad of means and approaches other than those of the formal school structure by which skills and work related knowledge and attitudes are acquired up dated and adopted. Chester field and Ruddie (1975) describe non-formal education as non-deliberate education which can be defined as the receivers' perception of messages in a learning situation which differs from that intended by a transmitter. Evans (1975) uses the phrase "Non-Formal Rural Education" while discussing an approach to rural education and says that the over all purpose of non-formal education is to release local of their ability to learn from already available materials and people. The goal of this education is to reach unserved part of the population and provide them with functional education. Kleis; Lang; Mistus and Tiapula (1974) say that "non-formal education is any intentional and systematic educational enterprise (usually outside of traditional schooling) in which content, media, time units, admission criteria, Staff facilities and other system components are selected and/or adopted for particular students populations or situations

in order to maximize attainment of the learning mission and to minimize maintenance constraints of the system". Ward and Dettoni (1974) state that "Non-Formal Education is a planned instructional design which uses both overt and covert procedures in a more flexible environment to reach towards a goal determined by a regulated policy". In other words non-formal education is need-centered programmed content is determined by identifying student needs. It is not a compromise but it is a response to a "now" situation. According to Ward and Dettoni (1974) NFE makes eight promises;

- (1) It promises to be a more effective approach to solving certain problems of education for national development and individual growth;
- (2) its education is functional and practical, i.e. related to the life needs of the people;
- (3) non-formal education seeks to maintain a cost effective consciousness of what it does in order to provide the most effective and purposeful consequence with utmost efficiency;
- (4) involved ~~in~~ efficiency and effectiveness is the inherent commitment to seek for innovative means to achieve the goals;
- (5) non-formal education offers a more electric, more elective multi-disciplinary approach to the problem of development in a country;
- (6) non-formal education promises to produce short-term effects as well as long-term ones;
- (7) non-formal education assists in the decision making at educational and developmental funding agencies on both at national and

international level; and (8) non-formal education provides a more rapid and immediate measure of the effectiveness of instructional design. Thus it can be seen that the emphasis on non-formal education is less a matter of new information or ideas than it is a matter of new focus or emphasis. If it is used responsibly as a total educational plan for national development, it must be seen in relation to the whole of educational efforts that exist within a society. Thus we have before us an occasion to revise and to innovate instructional modes. There is an existing possibility that the NFE movement will open the eyes of the world to see alternatives to traditional lecture-style approaches to instruction. Also, it provides an occasion to involve ourselves as technician-helpers rather than as goal setters.

Case and Nichoff (1976) view NFE as education^{by} objectives and say that "non-formal education is a deliberate process of communicating ideas and developing skills in adults and out-of-school youths which will help them to increase agricultural production; qualify them for, or increase their performance in, positions in Government, industry and commerce; attain higher health standards; participate more intelligently in civic, economic and political groups; and achieve other personal and social goals. The types of activities are extremely varied, highly focused on specific learning objectives and of varying duration". The concept of "initial learning system" as given

by Platt (1976) is quite close to the concept of NFE. He says that initial learning system besides other things aims at relaxing the rule of age-specific school entry and permitting intermittent or recurrent enrollement. It means offering second and multiple chances to the many people either denied access or pushed out by irrelevant offerings and by school calendars and daily schedules not compatible with subsistence work rhythms of planting and harvesting, ^ocaring for siblings etc.. He emphasises the importance of 'conscientization' and further says that "I would offer that initial learning systems are designed to help people to evolve out of dependency, to master the ability to learn, and to acquire skills to participate in the life and work of their communities. Raul Ferrer Perez (1972) uses the phrase "the parallel system of education" which is similar to NFE in terms of content. According to him the Parallel system of education is not remedial but complementary in order to have the way for life long education corresponding to the needs, peculiarities and potential of a country which has set itself the task of rapidly putting underdevelopment behind it". Coombs (1968) also describes NFE as "complementary" to formal education. In terms of national development it is similar to the concept given by Grandstaff (1973). Naik (1975) recommending the need for non formal education system agrees with the views of Coombs (1968) and says that "the most urgent reform needed,

therefore is to transform the present educational structure with the introduction of a large non-formal element. At the elementary stage, there should be multiple entry for children who enter at later ages as well as a large programme of part-time education of grown-up children who are required to work in or for their families. "Peer tutoring" ~~education~~ ~~xxx the~~ and expansion of literacy projects of UNESCO into "out of school" education are the other dimensions influencing the development of the concept of NFE. Coles et.al. (1974) while examining the components system of non-formal education say that 'Non-Formal Education' is an unfortunate label. It is ²negative, lacks luster and may be mistaken for informal education, hence there is urgent need to find out ^an alternative, a better and more dynamic term.

Concludingly, it could be said that usually NFE focuses an improvement of social and personal ^{vi}lings, occupational capability and vocational competency. It is "non-school" because the learning environment is more characteristic of out-of-school learning. NFE is deliberately closer to the people and to open more alternatives to formal schooling experience. It is need centered and its each programme has shortest possible time. NFE provides more scope for allowing the aspirations of the participant to function as powerful formative elements in programme planning and design.

Participants in NFE activities can more easily turn off the "learning message" if it does not appeal, or if it is considered, unrealistic, or is in conflict with important social or individual values or is simply irrelevant. NFE could be termed as education by objectives. The important thing is to help 'men to help themselves, to place them in consciously critical conforutation with their problems. In fine, it could be said that it is an open-system of educational programme concerned with economic, social and political responsibility so that every human being becomes an authentic human being. Critical consciousness raising on the part of the participants is central to the programme of NFE. Non-formal education has been based on some assumption:

Assumptions in Non-Formal Education

(1) Adults in rural areas are more likely to accept new ideas when they can understand them in the context of their priorities and interrelated with the other important segments of their lives.

(2) Effective learning takes place most easily when there is strong motivation to learn.

(3) External incentives or persuasion do not help Adult learner to develop an intense desire to learn.

(4) Learning experiences can be structured to promote the desired attitudes, abilities and behaviours among the individuals.

(5) The fundamental growth objective is to enable the learner to change the way he uses. (e.a. from passive to active, timid to confident, routine to creative).

(6) Conscientization is not something that can be "done" to people, it must spring from within, however, self-concepts can be strengthened and expanded through sensitive preparation of the learning experience and environment.

(7) The selection, training and use of facilitators plays a vital role in making Non-Formal Education a success. A facilitator drawn from within the community or from a comparable setting will be as successful as an outsider. In rural development the people are often ^{of} their own major resource. At every stage of the educational process, local leaders and learning group peers who can play an important role in reinforcing and legitimizing change should be trained and involved in a variety of leadership roles in support of the programme.

(8) Technical co-operation among a variety of technical agencies and services is essential to the success of non-formal education processes and activities. Such co-operation must be based on common understanding and appreciation of human development principles and of the complementarity of staff roles. Multi-level and joint training sessions are useful devices to achieve these ends.

(9) Learning materials can be developed locally with the full creative involvement of learners and can greatly increase the relevance and impact of training programmes.

(10) Training as well as field operations must be carefully documented, analysed, and evaluated. The experience must then be ploughed back in to programme planning and further training so that future programmes can be benefited from our experiences of today.

SOME RELATED CONCEPTS

The concepts of synectics and basic education could be useful in development of NFE programmes. Therefore an attempt has been made to give in brief these concepts in the following paragraphs Synectics: Synectics, a term derived from the Greek Synektikos, a fit to hold together", or joining together of different and apparently irrelevant elements is said to have been first used by W.J.J. Gordon, founder of the Cambridge Synectics Group, Cambridge, Massachusetts. He uses the term to describe a method of directing creative potential imagination to the solution of technical and theoretical problems.

First tested to help solve problems in industry, synectics is now being used in a variety of formal and non-formal learning situations, although, by and large, the assumptions of synectics theory have not yet been tested in the developing countries.

Experientation^m is helping, however, to uncover the psychological processes basic to creative activity. It has also demonstrated^p that the mechanics of these processes can be acquired and used by individuals functioning as a group, if they are willing to abide by certain conditions. The conditions for releasing and optimizing creativity, identified by Gordon and his team year could be extremely valuable for further innovation in non-formal education.

Gardner (year) believes that one important explanation for the lack of originality in problem solving is that people tend to rely on logical, rational thought processes. Rational thinking, according to Gardner, is evaluative and judgemental and tends to stay within "safe" zones where solutions thus generated tend to be conventional and limited. Although Gardner does not deny the importance of logical thinking at the final stage of problem solving, he finds that it is not helpful in the generation of new ideas. Fresh approaches came about in a different way. The synectics system intended to free the individual from the constraints of stereotyped and sterile thinking and to widen scope to the search for solutions instead of beating up and down the same unproductive rules.

Synecotics seems to work best when the group includes persons with a wide variety of skills, interests and personalities. Interaction among people with different or even conflicting views helps to escalate the search for new ideas. The procedures used in synectics groups force each participant to verbalize feelings as well as thoughts.

The synectics method for creative problem/solving includes the following steps:

- (1) Problem solvers review the problem as given.
- (2) They restate the problem, trimming it down to essentials. This restatement is now the problem as understood.

(3) They make a connection, a direct analogy, between the key element of the problem and some object or living thing in a totally different context.

(4) From direct analogy they make a personal analogy they identify with the new analogous object or living thing and imagine how it feels to be that object. Intensity of feelings is encouraged.

(5) Next the group analyzes these feelings and perceptions ~~in~~ terms of intrinsic conflicts or contradictions and ~~seems~~ up the ambivalence in a two-word phrase.

(6) Returning then to problem as understood (step 1) they use the insights gained to get a new perspective on the problem.

The process may improve the group's chances of coming up with a new and unexpected solution. Furthermore, taking part in the process can be growth producing as an exercise in transcending one's routine self, in freeing the imagination to find new solutions.

In this process, the role of the teacher or group leader is restricted. The teacher or group leader simply keeps the group moving through each step of the process. Success depends on each participant's imaginative abilities and on the ability to verbalise thoughts and feelings about the problem.

One important contribution of synectics theory is the concept that new ideas grow out of emotional, non rational processes. Rather than exploring a problem by examining feasible, probable, or logical solutions, the group focuses on feelings about the problem and its implications. In addition by the device of analogies--especially through the technique of focusing on common place object participants can acquire new perspectives on elements of the problem. This technique called a making the familiar strange, where by a well known but stubbornly resistant problem can be attacked with new vigor and fresh insight after relating it ^emetaphorically to something distant and strange.

It is difficult to say how relevant the use of synectics may be to innovators in non formal education; it does, however throw a new light on the problem-solving process and calls into question our traditional reliance on purely cognitive learning.

The Concept of Basic Education

Basic education encompasses all activities that provide individuals with a certain minimum of education considered indispensable and possible for the society concerned at a given moment. The concept of basic education implies the will to prepare the entire population for daily life in a concrete manner. As a formal service, basic education means

compulsary schooling covering the primary, and sometimes a few years of the secondary cycle. As a non formal service, it comprises the educational activities designed for these sector of the population which the school can not, or could not, reach. But it may be asked whether infact the school and also the non formal activities satisfactorily answer the requirements of basic education.

Characteristics of Basic Education

According to M.Botti, M.D. Carelli, M.Saliba (1978)

(a) The organization, content and methods of basic education must be flexible and adopted to the needs, values and characteristics of the human groups concerned. Basic education programmes are designed in accordance with the ecological, socio-economic and ~~mutt~~ cultural characteristics of the Zone concerned. Thus, in rural sector they take account of the way of life and the techniques employed by people engaged in agriculture, animal husbandary, fishing etc. They also differ partially according to the target groups, whose needs ^o vary according to age, sex, etc., to their respective motivations, and the demands made by their ~~environmant~~ ^{environment} and work. Flexibility of the programmes, their adoption to very diverse needs ^{at} ~~evaluing~~ ^{evaluating} in time and place, is the precondition for their success. Because of this flexibility, one can speak of a national basic education programme only in a very broad sense. (b) Basic education must provide an educational minimum.

Clearly the definition of an educational minimum depends on the needs of the human group concerned and the resources available to the community. It is there^{fore} ~~for~~ very dependent on the conditions of time and place. ~~Must~~^{It} frequently ~~it~~ includes -

(1) i) learning of elementary language skills in dispensable for communication (reading, writing, speaking, understanding),

ii) learning of basic mathematical concepts for use in working life and for the necessities of daily ~~life~~, ^{life}

iii) acquisition of knowledge and functional skills useful in family life. (household budget, health, child care, nutrition, sewing, manual work etc.),

iv) initiation in^{to} the natural sciences to the extent necessary to comprehend natural phenomena occurring in the geographical environment. This initiation should help people to accept changes in living conditions and to participate actively in transforming the environment,

v) acquisition of nations and development of practical skills that will facilitate remunerative activities (Agriculture, Fishing, Animal Husbandry, Crafts, etc),

vi) initiation into civic life, in order to foster participation of the population in the social, economic and political activities of the community;

vii) learning related to particular felt needs of the community not covered above.

(c) Basic education should be aⁿ integral part of lifelong education. Within the ~~fx~~ frame work of life-long education all educational stages are integrated, and basic education constitutes the initial, fundamental phase of a ~~proce~~^{process}s continuing throughout life. In providing all citizens, without distinction, with functional knowledge, skills, attitudes and values, basic education should contribute largely to their subsequent progress. Thus, the educational minimum out lined above appears to be the condition "since qua non" for access to other forms of education. Around this minimum, any type of information can be organized into one system of thought, and forms of additional technical or cultural learning can be built up on it. (d) Basic education should provide functional, practical training linked with development programmes, which will enable people to improve their living conditions.

If the basic teaching (reading, writing, arithmetic) is related to real situation, it will serve as vehicle for more functional knowledge and skills directly lined^k to the objectives of development programmes (agricultural production, health, nutrition, etc.), and will lead to an improvement of living conditions. This seems particularly necessary in the education of adults. To attain this goal, ~~co-ordination~~^{coordination} with the ~~diverse~~^{diverse} ~~services~~^{services} pursuing similar ends is envisaged. Adequate coordination implies avoiding both gaps and overlapping of activities. Where the established services (agricultural production, fishing, health, etc.) already make a major contribution to the progress of the population, the role basic

education may be limited to harmonizing and complementing these activities, and to ensuring that the means employed are use to be ^{of} maximum advantage. In any case, basic education seeks to equipte its to ensficiences with the means of ~~of~~ coping successfully with unfavourable natural or socio-economic conditions by increasing agricultural productivity to sight famine, for example, or by giving up unhealthy practices which as per roots of many illnesses. It attacks not the effects but the cause of evils and, consequently endeavours to supply lasting, if not definitive solutions to the difficulties educational component of any development programme should be separated from the purly technical elements of that operation and integrated with the basic education programme for the target area.

Basic Education should be a Means of Furthering the Entire Community

Furthering selected individuals other results in the departure of the most dynamic and most educated people from their community, to the loss of the group. The objective living standard of every one through promotion and environment of communal life. It must, therefore, not only encourage ^{urage} all individuals to participate in the activities of the community, but also help them to acquire the attitudes, competences and behaviours necessary for taking initiative and responsibility, which will permit them to play an active role within the community in such a manner as to make the best use of its

resources and was to increase its economic prosperity and its well-being in every field. These efforts may involve a change in the social organization of the community so as to facilitate the emergence of leaders and a greater awareness of national problems. On a national scale, only a renovation of the community bases can lead to more intensive civic activity. (f) Basic education must be a relatively low cost educational service. If it makes optimal use of the resources of the community concerned, basic education could be an inexpensive service, both in regard to the educational material required, which may be simple, and in regard to personnel, which may receive a training and other consists of volunteers receiving a lower remuneration than does school personnel. Taking recourse to mass media, for example radio, basic education can achieve by no means negligible results at low unit cost no additional material is required for practical training, since the concern for adaptation to the environment calls for the use of tools which are either in common use or are recommended by the development services, where generally willing to supply them for demonstration purposes ~~liaison~~ liaison with development activities also implies utilization of material at the disposal of the various sectors covered so that the costs are not to be borne by basic education. The cost per participant is further reduced by the fact that the minimum education provided by basic education programmes is often of shorter duration than school type instruction.

Basic education is a means of democratizing education owing to its low cost which allows its extension to larger proportion of the population than can be covered by the formal school system to the flexibility of its organization which facilitates access, and to its being open to all groups of the community access, basic education is often considered the only means of increasing the people's opportunities to exercise their right to education.

Although their idea of basic education is used in industrialized countries also it seems in view of the above mentioned characteristics, to be especially capable of answering the needs of developing countries. In fact, through the great variety of its possible adaptations to the environment and the possibility of reducing costs it meets the desire of getting a way from imported model unrelated to the concerns of these countries and too costly for wide spread application.

(2) Tentative Definition of Basic Education

This study attempts not so much to provide a universally valid definition. (a) Taking into account the resources at the disposal of the society concerned, basic education provides a minimum educational context (knowledge, values attitudes, skills), which must be defined in each particular case. This context should enable every beneficiary to

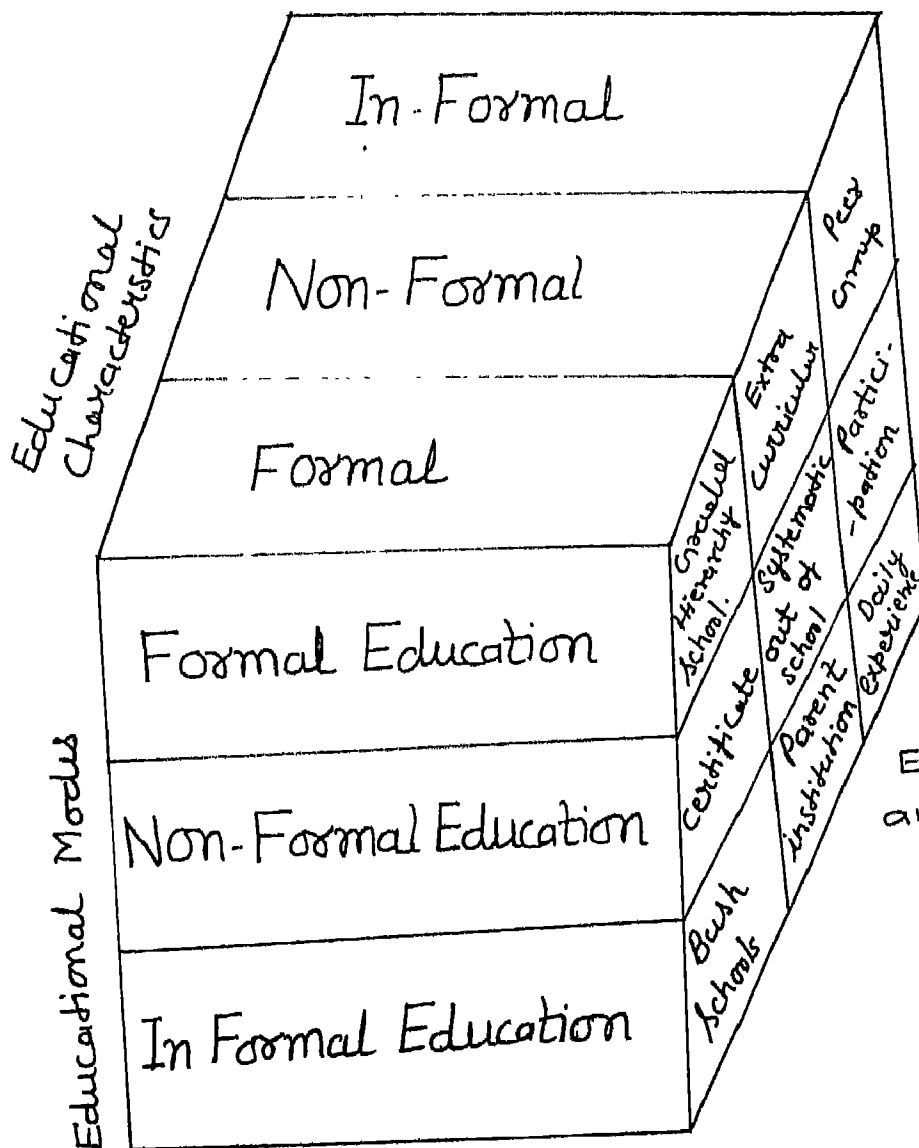
understand the problems of his environment, to be aware of his rights and duties as a citizen, to participate in the socio-economic development of his community and to expand his individual personality. (b) Basic education is ~~a~~ fundamental in the perspective of life-long education because it constitutes its first phase, laying the foundation for further acquisitions. (c) It is functional, because it seeks permanent, continuous adaptation of and to the environment by giving particular emphasis to the practical problems of life, such as health, nutrition, productive work, etc. (d) It uses ~~in~~ expensive educational formulas in order to reach ~~the~~ a large public effectively and progressively.

LINKING DIFFERENT MODES OF EDUCATION

Looking into the context of the concepts of formal education informal education and life - long education, one can say that life-long education is principle whereas other three are modes of education. More broadly speaking 'life-long education' is goal whereas the other three are means to achieve this goal, Non-Formal Education and Informal Education are out-of-school (formal structure) still NFE has 'form' and, it is systematic and deliberate effort. Informal education is non-school as well as 'without form' (Structure Free).

The major difference between non-formal education and informal education also rests with the deliberate instructional and programmatic emphasis present in non-formal education but absent in informal education. Roll and Paulston (1972) attempting to establish relationship between Formal Education, Non-Formal Education and informal education suggests a concentric model and says that It is possible to view these three types of education through a concentric circle model with formal education at the centre, followed by non-formal and informal education in the subsequent ring. Labella (1975) has little difficulty in accepting the definitions of Coombs and Ahmed and the concentric circle model of Paulston. He believes that we have come to view these educational model as discrete entities rather than as modes of emphasis or predominance. Labelle does not treat these modes of education as discrete, entities but he treats them as modes of emphasis or predominance. [The following model represents the idea in a pictorial way]

He explains his model and says that in terms of formal education made, for example, we can take the formal characteristics of formal education or the school. Non-formal implications of formal education might be extra curricular activities, while informal implications might be peer group processes. Within the non-formal education mode, the formal characteristics might lead to the granting of certificate, & the non-formal



Examples of process and organizational implications.

Fig. 1

Mode vs Characteristics Analysis

education to institutional participation. Finally, within the informal education mode, these might exist formal characteristics in simpler societies associated with deliberate parental instruction, and informal characteristics of informal education which lead us to the informal education definition of Coombs and Ahmed (Year). The major concern in attempting to broaden the perception of these educational processes lies with the potential of including the secondary characteristics of each mode in an analysis of any one mode. This analysis may help in establishing integration among indifferent modes of education thus strengthening each mode with the support of the other. Again such an attempt can also help in introducing non-formal education as such in the school curriculum and making school more stronger educational service for the community.

These observations make it clear that formal, non-formal and informal education systems should not be treated as discrete entities though in practice they might be treated as predominant educational modes. Simple logic behind this assumption is that formal, non-formal and informal education are sub-systems of the total education system which begins from the lap of mother and could be extended to highly formal system being conducted in the form of a class-room on the one hand and highly informal system in terms of experience gathered by individual through interaction with the environment on the

other hand. In different situations one of the above three modes takes predomination role but still the other two are never absolutely absent. The major difference between these processes (because education is nothing but processing system) rests with the deliberate instructional and pragmatic emphasis. This situation becomes more complex and risky when we define and perceive any system (mode) in discrete terms of 'micro social change'. Besides this, non-formal education ought to ~~be~~ to be perceived and designed in optimum coordination with formal and informal systems and has not to be limited to imparting basic skills but has got to be essentially designed as an integrated system keeping in mind all cultural, social, political, economic and technological factors. To make education effective in modern social context, the need perhaps is for a more integrated community based programme of innovation and change to which various forms of education can contribute rather than the placement of responsibility for such changes on the educational programme alone. In order to learn the skills demanded and recognised by the wider social system the individual must build on the skills learned in his own community. These skills influence to a greater extent the ways in which they approach formal learning. It warrants for minimizing distance between learning system and the referent community whether learning system is formal or non-formal. Distance between socio-technic-political structure of the social system and education system has to be optimally minimized secondly 'open door' education system has to be

designed so that give and take between education (learning) system and wider social system could take place optimally. ~~4~~ Isolated education system whether formal or non-formal are always in sufficient and in effective mechanisms for solving complex problems and achieving goals. Hence need of collaboration between community and different agencies of education (i.e., formal, informal, non-formal) in exploiting both professional and non-professional expertise available in the wider social system. And the same is true for any alternative system of education to be proposed in future.

(3) It is believed that besides that the non-formal education can transmit new skills and values effectively and inexpensively and contributes to development of national potential it also enhances the status and income of the individual. Researches reveal that the assumption and reality are contradictory to each other as Illich and Freimer's actions and assumptions. They in action propose deschooling but their assumption regarding solution is a change in the ideology of society which in turn would create new educational modes and systems quite different from traditional schooling. Another thing is that non-formal education retains the traditional goal of formal schooling greater socio-economic development. Studies by Dun~~can~~ and Hodge (1963), Rikland (1965), Bloon and Duncan (1967), Elder (1968) Haller (1968), Berg (1970), Ferruci and Ferrua (1967), Blum (1972) and Dun~~can~~ et.al (1972) revealed that formal educational attainment strongly influences

occupational attainment, with a such a greater influence on initial employment level than on subsequent promotions similarly, studies by Garney (1964), Jacobsen and Kendrick (1973), Holsinger (1974) and La Belle (1975) have indicated that formal education has a significant impact on income and status of the individual. But when we peep into the studies conducted in context with non-formal education we find a reverse situation La Belle (1975) has indicated that higher salaries are associated with formal rather than non-formal education. There-fore, the study suggested that it would be unrealistic to encourage wage earners^{res} to pursue non-formal education for income benefits. Risk and Rust (1975) study is also supportive of these findings. Again there are studies (Berg 1970), Wokland (1965), Hansen (1963) which have clearly revealed that degrees and diplomas (formal education credentials) along, independent of years in school or cognitive achievement, command additional income and status in the job market.

Bruno and Vanseyl (1975) conducted an intensive study in this respect which revealed that managers of commercial and industrial enterprise emerged as strongly committed to formal education^{ac} as an essential component of national progress. Hence, it is obvious from these studies that groups are disadvantaged not so much because of their lack of skills but, in part, because they lack the formal school credentials which are necessary for advancement in terms of income. Under this

situation non-formal education may find it difficult to achieve its long-term goals of greater social and economic equality unless it is based on concrete, operationally defined objectives and an ^{interface} ~~interface~~ is established between values of the society particularly regarding weightage given to formal school certificates and performance through the non-formal programmes long-term goals could be achieved only through an integrated model of formal, informal and non-formal programme modes even if non-formal education is seen in terms of skill development.

Now let us further analyse the problem of status. The total social system could be viewed in terms of struggle among its cultural occupational groups and in the groups for wealth, power and prestige. Individuals of equal status or equal power in terms of economical, political, technical, social influence or position in administrative hierarchy or hierarchy of social structure, come closer and form their group. To maintain their power, position, greater importance is given to formal academic credentials and by raising educational requirements maintain domination in power positions. And as demands for academic attainments through the formal system escalate, programmes like non-formal education become ineffective and find place at the bottom of the educational status hierarchy thus putting its clients on the lowest stage of status hierarchy. Hence non-formal education would possibly

not influence on socio-economic status of individual and group significantly without creating interface between values and structures of different sub-systems of the society. Hence the nation of alternative education should be examined in context with alternative future society and particularly referent society.

Besides these few points discussed above , organization, content, media, teacher are few of the other many points one can think of, demand consideration in specific context with proposed cum-emerging non-formal education system.

Education is a ~~problem~~ problem of total system hence distributed attempt through subordinate systems like adult education centres, literacy centres or even through state departments of primary and secondary education cannot achieve this goal. It demands ~~was~~ basis involvement of total socio-political system at all levels as well as all educational enterprises i.e. universities, colleges, schools all types of technical and academic institutions on equal basis. Furthermore, I would say, each senior citizen in terms of education capabilities (students, teachers working at all levels and all ^{educated} citizens) is required to contribute two hours of his/her every holiday for the education of his/her fellow citizen who has been deprived of minimum essential education capabilities because of any reason. Coordination among these resources could be established by organizing

'Holiday Schools' Social-political organizations must collect and provide resources for equipping and running 'holiday schools' thus fulfilling their duty to educate every citizen. Coming to the issue of media in brief, on the basis of available studies, it could be said that 'Little Media' as compared to 'big media' has been found more effective and less costly for use in non-formal, adult education and other similar programmes. As far teacher is concerned 'professional teachers' has got to be de-professionalized and reprofessionalized if his ^{rv} services ^{are} are going to be used in non-formal education centres. Hence as far as possible non-professional educated citizen local social and political workers, non-professional technical experts be given the role of teacher. In case of 'Radio Schools' and 'Radiovision Schools' local community leader (Educated) can play very effective role for conducting programmes.

CHAPTER-III

PHILOSOPHERS OF NON FORMAL EDUCATION

The main personalities who have contributed significantly to the development of the philosophy of non-formal education are Philip Coombs, Ivan Illich and Paulo Friere.

There are many others who have made contribution to the development of this concept but the present investigator will limit his discussions to the thoughts of the above three.

Coombs has faith in systems model of NFE where as Illich and Friere perceived NFE as a system-free-education. This section deals with the philosophies of the above cited philosophers, particularly, in the context of NFE.

PHILIP COOMBS * Ideological phase of non-formal education movement started with the publication of "The World Educational Crisis" (1968) a book which represents a technocratic view of situation and concludes that the world educational systems badly needed to over haul. Coombs (1968) presented many fold dimensions of the world's educational problems to a broad professional audience in the world. He pointed out that parents were ever demanding more formal education for their wards whereas the economies of nations were unable to cope with the problem of educated unemployed. He also pointed out the

formal education provided knowledge irrelevant to the situation of learners and useless to employers. He linked these phenomena to the rising costs of education and stagnant productivity of teachers. In "World Educational Crisis", Philip Coombs argued that school involvements in non-industrial countries which had risen dramatically in the years after world war-II, would remain wholly inadequately related to educational needs for the foreseeable future.

After analysing the situation at Global^a Level he recommended that an important task for the developing countries, he said, was to bring to the vast numbers of farmers, workers, small entrepreneurs and others who have never seen the inside of a formal class-room and perhaps never will a spate of useful skills and knowledge which they can promptly apply to their own and their nation's development: (Coombs, 1968, 142). At the same time he invites attention of the people to focus on the relationship of educational systems to the societies they serve. According to Coombs, the world's educational problems are not primarily pedagogical, political or economic in nature but the world's educational crisis involves management problems of systems which are out of tune because they have not been diagnosed and treated as systems. Once they viewed as systems, corrective measures could be designed to raise the performance of these systems. Coombs uses the term "educational system" in a technical sense as derived from systems analysis and systems

engineering. According to him inputs of the system include teachers, students, materials, finances, educational contents whereas outputs include educated individuals and drop-outs. Processes are composed of activities performed upon the inputs in order to achieve the system's objectives. Coombs defines his goal as under:

"..... to present a method for looking at an educational system as a whole not piecemeal where every fact stands alone, but as a system, whose interacting parts produce their own indicators as to whether the interaction is going well or badly".

- Coombs, 1968: V

He believes that the reform of a country's educational system is seen as primarily a technical matter and systematic diagnosis of problems at system level is precondition for improving the performance of these systems. He says that "we firmly believe that the world crisis in education can be overcome if the people concerned, candidly and systematically diagnose, their educational problems and plan their educational future in light of what they incur in their self-diagnosis." (Coombs, 1968: 16). To this task of diagnosis Coombs recommends that it is the responsibility of professionals, / educational planners and those well-versed in the systems approach. This another value position on the part of Coombs that the major

decisions regarding educational change are best left in the hands of the professionals are trained to direct the change.

"..... the main hope for coping with this crisis lies, we believe, in the formulation of balanced national and international strategies, carefully geared to match all the large components of the crisis".

- Coombs, 1968: 162

In fine Coombs feels that there are basic dimensions common to the world educational crisis as it manifests itself from country to country. These dimensions are best viewed through systems analysis of education's major components and their interactions. He further believes that these systems can indicate deficiencies in their own performance, and that trained educational professionals can monitor and respond to these deficiencies by intervention in the system. Coombs does not see any insoluble problems, regarding the control of societies of education or of its subject matter. He also sees no reason for major disagreements between rich and poor nations on the conduct of education.

Coming to non-formal education Coombs (1971) says that there is growing recognition that developing nations will need to put much greater emphasis in the 1970's to non-formal education, especially in rural areas, in order to supplement and enhance the yield on their earlier investments in formal education and to help narrow the huge educational gap that will continue to elude the capabilities of their financially strained formal education systems. He looks at the systems of education from planning point of view and points out that planning so far has been limited to formal education. He points out for limitations of present educational planning (i) virtually every where educational planning has so far been limited to formal education, and in many cases only to primary and secondary education; (ii) second serious limitation of educational planning thus far has been overwhelming emphasis on quantitative expansion of education with little serious attention to affecting any necessary qualitative changes in the system; (iii) the third major shortcoming of recent educational planning has been its rather exclusive. Concentration on national aggregated and its failure to translate these into action plans. With reference to specific local circumstances; and (iv) lastly educational planning lacks in integration of education with social, political and economic development. Large gaps still exist between theory and practical action, and between generalisations and their translation into specifics. Obviously the most serious omission practically everywhere has been non-formal education all those organised, systematic

educational programmes lying institutionally outside the 69
 "formal educational system such as farmer training and agricultural extension accelerated skill training of various sorts, community development efforts in the field of health, nutrition, child rearing and home making, functional literacy projects and special programmes for out-of school youth. After pointing out these limitations Cocobs suggests that if educational planning is to address itself to the full realities of the matter, it must be liberated from the limitations of parochial institutional jurisdictions. Moreover if learning is defined as main objective of education then clearly the scope of national educational planning would considerably be broadened. The need for a new emphasis on non-formal education may prove a blessing indiguis for formal educational institutions that are having the Devil's own time trying to change their old ways.

Cocobs views the problems of educational crisis in a systems way and to deal with the problem, he recommends systems approach. He emphasises on the role of professionals. While accepting non-formal education as a "blessing" he points out that planning should include both the formal and non-formal education instead of limiting itself to institutionalised education.

IVAN ILLICH

Ivan Illich one of the out spoken, leading critics of school, who first made public his concerns about school, has been a student of theology and philosophy and holds a doctorate in History. He has worked as a priest and at the age

of 29 was named the youngest monsigner in the catholic church in the U.S.A. In the 1960's Illich spent considerable time publicly criticizing the church. After retiring from priestly functions in church, in 1968 he turned his attention toward the school in terms of its social, economic and ideological functions. (Davy, 1971). Reactions to the Illich position by educators in the Hemisphere are mixed and depend on how he and his arguments are perceived and evaluated. Robert Havighurst analyses Illich in this way:

"Thus, the writings of Illich on education are a mixture of radical social criticism (appropriate prophetic writing) with what purport to be scientific analyses of the educational system in both South and North America. Illich combines the role of the prophet and the scientist in persuasive way for readers who are themselves predisposed to be hostile to the establishment. His writing consists of declarative sentences about education and society which seem to refer to facts and which support his conclusions about the futility of schooling as know it to day..... As ^{far}badly, Illich is tremendously valuable. His moral insight and his passion for justice are badly needed by the people who hold power and influence in this society. As a scientist, he is a dismal failure. His knowledge is severely limited and he does not have a feel for the accurate description for social reality. In a third role, as a social engineer, he is just now beginning to show. What he can do".

Contrary to Havighurst's assessment Labelle (1974) states that "I do not find Illich addressing these educators already "hostile" to the establishment". Instead, his writing as prophet and critic acts as a catalyst for introspection on the part of educators concerned with educational research and practice irrespective of their orientation toward school. Furthermore, at the macro level I find that Illich presents an accurate portrayal of how schools function in the societal context of Latin America and therefore, disagree with Havighurst's evaluation of Illich as a scientist". Hence there are contradictory views.

In this study of the problem of man and his relationship with his social institutions, Illich has examined many claims of our culture. One of these is the theory that the progress of technology is unending and concomitant with and dependent upon this progress is the spiritual and material well-being of all the world's people. This, Illich, believes to be the central illusion of our times. It is a myth, Illich states, not only created but also perpetuated by technology itself. This myth continues to school systems of the world. School is defined by Illich (1971) as "..... the age specific, teacher related process requiring full-time attendance at an obligatory curriculum". The schools are described as culture transmitting ritualistic institutions which Illich analyzes in comparison to previous religious cultures. Religion may

once have formulated a world view, according to Illich, but he sees religion now as either irrelevant or to a great extent as independent from the churches. Education must also gain such independence from the schools. Illich believes that religious freedom was granted in return for obligatory schooling. Religion became optional when schooling became obligatory. Like Freire, Illich also talks of liberation and basic changes in human nature in relation to the process and goals of education. He says "I want to raise the general question of the mutual definition of man's nature and the nature of modern institutions which characterizes our world view and language (Illich, 1970). Illich concentrates his attention on the needs of the individual learner. He says that "man has become the plaything of scientists, engineers, and planners" (1970). Illich placed the blame for education's shortcomings upon the centralized, allegedly self-serving by bureaucratic organizations which control formal education. Educational professionals like Coombs were Illich's prime culprits, Illich believes that when the vestiges of formal education and its administrators were dispensed with, when control over the educational process passed to the learner meaningful education would arise spontaneously. For Illich, man's enslavement is a relatively recent event; due to the increase in the powers of science, technology and bureaucracy. Metaphorically, Illich refers to Prometheus's theft of fire from the God as a symbolic beginning of the process where man began his own degradation and dehumanization.

"To the primitive the world was governed by fate, fact and necessity. By stealing fire from the gods promethens ~~xxx~~ turned facts into problems, called necessity into question and defined fate. Classical man framed a civilized context for human perspective. He was aware that he could defy fate-nature-environment, but only at his own risk. Contemporary man goes further; he attempts to create the world in his image, to build a totally man-made environment and then discovers that he can do so only on the condition of constantly remaking himself to fit it. We must face the fact that man himself is at stake".

- Illich, 1970⁴ : 107

Illich sees ranking's locus through the contemporary man-made environment as deriving from his dependence upon modern institutions to define and solve his problems for him. School is a prime example of such institutions. Illich contends that the institutionalization of people's needs and values inevitably leads to "physical pollution, social polarization and psychological importance: three dimensions in a process of global degradation and modernized misery". Illich sees schools and other modern institutions as the culmination of the promethen tradition, of attempting to control reality of using technology to make the world predictable. To elaborate his ideas he again makes use of pandora's box. What Illich foresees in the re-emergence of human activity based on Epimethean hopes

"We must rediscover the distinction between hope and expectation. Hope in its strong sense means trusting faith in the goodness of nature, while expectation as I will use it here, means reliance on results which are planned and controlled by man. Hope centres desire on a person from whom we await a gift. Expectation looks forward to satisfaction from a predictable process which will produce what we have the right to claim. Survival of the human race depends on its rediscovery as a social force".

- Illich, 1970: 105

Illich feels that recent realizations about the finiteness of the earth, about the inadequacy of schooling and other institutions make it possible for such a rediscovery to occur. Illich believes that schools as we presently know them should be abolished. Like all 'service' industries, schools are "addictive". In "deschooling society" he commented on the retrogressive social consequences of entrusting education to professionalised, hierarchical, credentialling institutions. Three functions of today's schools which Illich views as ones being common to the powerful churches include "..... simultaneously the repository of society's myth, the institutionalisation of the myth's contradictions, and the locus of the ritual which reproduces and veils the disparities between myth and reality" (1970:37). He further says that "equal education

opportunity is, indeed, to both a ^cdisirable and a feasible goal, but to equate this with obligatory schooling is to confuse salvation with the church. School has become the world religion of a modernized proletariat, and makes futile promises of salvation to the poor of the technological age. His strategy for structural reform of society involves the disestablishment of the organization known as a school" rather than change in its content or curriculum. He says that "I believe that the disestablishment of schools has become inevitable and that this end of an illusion should fill us with hope". The process of schooling according to Illich compels children to attend on the supposition that children can also be compelled to learn; it segregates children away from real life conditions; schooling is based on the supposition that learning consists of being. Taught by teachers; and it identifies education with the number of years of schooling or the degree obtained. Schooling further inculcated in the child the condition of "rising expectation" which in turn creates the needs that enable the inhuman and manipulative technologies to continue to expend. This reflects another basic value position taken by Illich:

"In school we are taught that valuable learning is the result of attendance that the value of learning increases with the amount of input, and finally, that this value can be measured and documented by grades and certificates. In fact, learning is the human activity which least needs manipulation by others.

Most learning is not the result of instruction. It is rather the result of unhampered participation in a meaningful setting".

- Illich, 1970:39

Illich does not rest the argument for deschooling upon the shortcomings of schools above. The argument addresses itself to the schooling structure itself, good or bad. Illich suggests that since the schooling structure even at its best can not but produce evil consequences, it must be eliminated. The argument to deschool, therefore, addresses itself to the schools at all levels. Now the question is, how can the deschooling of society be accomplished? Can the schools be improved? Can more education be offered outside of the school? What are the conditions of the educational system that do not hinge on the school? Can contemporary man provide an education for his children without recourse to the school or its equivalent?

His answer to the second question is an emphatic no, and it is this claim which separates Illich from other modern educationists. In the answer to the first question, Illich would say yes, since he contends that almost all education does take place, spontaneously outside the confines of the classroom anyway. To answer third and fourth questions, Illich has posited some specific alternatives to formal and obligatory schooling. Illich presents his clearest statements on what he actually means by alternatives to schools. He speaks in terms of

"manipulative" and 'convivial' utilities. Manipulative utilities include ^Jails, hospitals and schools where the client enters because he has to ; and convivial utilities include water, telephone, and recreational systems which are available to all and which do not limit access or use to a selected few. Illich sees alternatives to schools in the convivial area. Speaking about alternatives he says:

"The alternative to dependence on schools is not the use of public resources for some new device which 'make' people learn, rather it is the creation of a new style of educational relationship between man and his environment. To foster this style, attitude toward growing up the tools available for learning, and the quality and structure of daily life will have to change concurrently"

- Illich, 1971: 25

Illich suggests abolishment of the schools constitutionally by making necessary laws. Besides, (constitutional protection from schools), Illich suggests a plan under which educational credit be provided to each person at birth and then the person may acquire whatever skills or knowledge he wished at his own convenience. Thirdly he suggests an establishment of skill centres where a person could learn a desired skill and be judged solely on the results. Finally Illich proposes a learning net work to take the place of schools. This net work would give each person a chance to share his concerns with others who were interested in similar ideas. One of the necessary conditions

to a viable alternative is that compulsory attendance at school be discontinued immediately. Alternative system ~~will~~ will help man to identify for himself his real and authentic needs. Once the authentic needs (desires) of man are identified, a new structure for society could be created. This structure, according to Illich, would ^{enrich} include the concept of humanity, what it means to be a human, and as a human what it means to function in a responsible way. He further says that "the structure of this new society would take the form of "convivial" technologies - technologies which serve man and help him fulfill himself personally while adding him in valid relationships with other people. Convivial as defined by Illich is a..... technical term to designate a modern society of reasonably limited tools". Illich has reclaimed for the world "tool" the symbolism of an object or organization, a procedure, all of which are capable of translating the deepest perceptions of the culture in which they are employed. The concept of a "limited tool" is significant to Illich's thesis of man's relationship to his environment. His theory is that a convivial society is possible only if certain limits are applied to industrial growth, limits that can be applied to both goods and services produced in an industrial state. Illich has cited the mass production of education through the schools as an example of an industrial enterprise, producing a service commodity, not organized as a public utility, and defining its output as a basic necessity. Illich's conclusions, however, that a convivial society can be attained through limitation

(which) give rise to freedom. The ethical virtue to which Illich attaches the most significance, the one that is intrinsic to an authentically convivial society, is that of individual autonomy. A convivial society is one in which there is a continuous and / creatively autonomous interaction among its members and their environment. The structure of the tools with which man may work is crucial to Illich's theory of limitation and conviviality. It is then concerned with the discovery of general systems of institutional structure which optimize convivial production. Such a society can only be obtained in Illich's view, through the restructuring of politics and law, through which individuals always recognizing the validity of conflicting interests, can make use of language and disciplined procedure to establish the necessary limitations on which human survival may ultimately depend.

Finally Illich's educational model consists of the three main purposes: it should provide all who want to learn with access to available resources at any time in their lives, empower all who want to learn to share what they know to find those who want to learn it from them and finally furnish to all who want to present an issue to the public with the opportunity to make their challenge known. There are four major kind of resources available in society which presumably are capable of supplying all the information needed: things, medicals, peers, and elders. Illich proposes four net works to enable any learner to gain access to any educational resources which may

help to define and achieve the learner's goals: (1) Reference services to educational objects, (2) Skill exchange; (3) Peer matching, and (4) Reference services to Educating-at-large. Things models, peers and elders each require a different type of arrangement to ensure that every one has ample access to them.

PAULO FRIERE

Friere was born in the impoverished North east of Brazil and lived and worked there in adult education ~~and~~ until forced to leave his country the Coup d'etat of 1969 (Brown 1974) hence his thinking of education is intimately linked to the extential problems of Brazil poor. He views man as "an incompleted being conscious of his incompleteness". He is philosophical in his approach. He looks at the world in terms of "oppressors" and "oppressed". The ultimate aim of education is the eradication of oppression through a process of dialogue, reflection and action. The wider goal of educational programmes responding to dependency conditions in liberation - both as a process and as an objective. Liberation seeks to enable the individual to overcome domination and vulnerability. Govlet (1971) Further clarifies and says that liberation is concerned with a more equitable distribution of decision-making power leading to control over the change process rather than adjustment to it. In 'pedagogy of the oppressed (1970) he proposed a type of learning which would liberate rather than oppress the world's

crisis' of formal education. The problem of consciousness is of central concern to Friere. In his works we find an advocacy of a direct attack on the problem of consciousness social, economic and political changes are interpreted as the consequence of consciousness and thus, according to him the problem of social change is the problem of "raising" and altering consciousness. He refers to the Brazilian peasants and says that the way peasants can begin to make changes in their livings through "conscientizacao" where conscientizacao refers to "learning to perceive social, political, and economic contradictions, and to take action against the oppressive elements of reality". (Friere, 1970). Freire's response to dependency, therefore, is "conscientization" (portuguese word) or "consciousness raising". The result is individuals were aware of their reality, who have reflected on it and criticized it, and who wish for changing it in accord with humanic principles. "Consciousness raising" according to Friere is the goal of all education. He defines the raising of consciousness as intrinsically a political act. Education, for Friere, does not teach the peasants how to fit into the society that awaits them, it does not teach them how to accept their fate as peasants rather it teaches them how to change their fate and make it a better one. The method of education for the oppressed is dialogue. Dialogue is led or "facilitated" by the leader of the group, or "circle of culture". The learner's and critical powers are stimulated to dialogue and later to 'conscientization'. Furthermore 'dialogue', if it is a true dialogue, can not be engaged in without helping to free the oppressed. The very

nature of the dialogue is intrinsically consciousness raising. The dialogue means speaking and listening critically, weighing what is said against one's own and the other's experiences. As it takes place in good faith it raises the consciousness of the dyad, triad or multiad. However conscientization does not result from the dialogue alone. Rather it depends upon convergence of three factors i.e. 'realization', 'reflection', and 'cultural action'. Realization that man does exist in a situation which can change and which, more importantly, can, change in response to his action, is the prime prerequired prerequisite for conscientization. The second element is critical reflection i.e. the capacity to think and to analyze one's situation. It enables man to see contradictions and injustices in social, economic and political forces manipulated by the 'oppressors'. Third element is 'cultural action' - the process by which perceived contradictions and injustices are acted upon. Reflection about the nature of one's situation without action to alter that situation is denounced by Freire as 'realism'.

As against the dialogue the method of education most often used by the oppressors is called the "banking concept of education". In the banking method of education, where the educator does all the speaking and none of the listening while the educatee does all the listening and none of the speaking. In the banking method one member is the subject and the other is the object. Besides being ineffective in itself as a method of consciousness raising in substance dehumanizing.

In the dialogic method, both members retain their subject status, whereas in banking method it is not possible and to be objectified is to be dehumanized. True dialogue involves meeting the other at the core of his being, it means to "encounter" the other. It implies that each party must see the other as subject, worthy of respect, worthy of being heard. Against this in the banking concept of education the teachers put the material before the students. The material is seen as the important constant and the students are the manipulable variables. In the banking concept of education what is being 'covered' is always more important than who is doing the covering. The material has its own timetable, the students' organismic timetable is more flexible. It only serve to oppress. And the nature of oppression includes a kind of worthless feeling for all who are under it. To quote Friere:

"For the anti-dialogical banking educator, the question of content simply concerns the programme about which he will discourse to his students; and if he answers his own question, by organising his own programme. For the dialogical, problem posing teacher student, the programme content of education is neither a gift nor an imposition-bits of information to be deposited in the ~~new~~ students-but rather the organized, systematized and developed "representation" to individuals of the things about which they want to know more".

Briefly, Friere offers humanistic response, supposedly non-manipulative, in which the learner is viewed as a subject, not an object, of reality. He suggests that the transformation of society and its social structure must be based upon the reflection and action of individuals who opt for the humanization of man. In this situation the educator can not prescribe his own option to others as that is manipulation and inevitably leads to the dehumanization of man. Conscientization is a basic premise underlying social change programmes, while responding to dependency 'consciousness-raising' takes several forms and generally involves a group oriented dialogue between and among learners and the group leader. Dialogues, dialogue between the student-teachers and their teacher students, is the best way to minimize the difference of perception among learners and between the learners and group leaders. Friere's method of consciousness raising has been tried and tested and found to have effect in South American countries.

Since Friere's work in the early 1960s, other variations of the conscious-raising theme have emerged. One of these, until recently known as the 'total language' approach and now referred to as 'pedagogy of communication', builds upon the confirmation with reality premise but expands the process by including objects from the mass-media. Another development is the use of games like Monopoly, through which individuals engage in simulating the conditions of life and thereby increase their awareness of the legal, political and cultural constraints which operate in their environment. There

development is known as "rural animation". It is done by role-playing, socio-drama, and other forms of participatory activities. The process is openended/highly participatory, and places considerable stress on group decision making and action. The idea centers on enabling peasants to articulate their own needs (Ryckmanus, 1971). Consciousness raising programmes can greatly add to an enlightened perception of rural farmers as collaborators rather than as students, as knowledgeable rather than as empty vessels, and as products of their environment and culture rather than as culturally deprived. Once the oppressed become more aware of themselves and their environment, Friere thinks they are going to want to change it.

Friere's opposition to formal education was not on the pragmatic institutional level, but on the political, cultural and philosophical levels. For Friere, the authoritarian structure of formal education was abhorrent because it served to perpetuate the cultural, political and economic oppression of Third world people. Educational planners and managers such as Coombs are considered oppressors:

"Propaganda, management, manipulation all arms for domination - can not be the instruments of their rehumanization. The only effective instrument is humanizing pedagogy in which the revolutionary leadership establishes a permanent relationship of dialogue with the oppressed"

Friere, unlike Illich, conceived of non-formal education as anti-formal education, although in a different way. But both of them awaited the demise of formal education and those who plan and manage its development. Lastly the most startling is Friere's position with regard to social violence. And more surprising is the fact that an educator would feel the need to mention violence in connection with the educational process. But it becomes obvious, when one talks of stimulating perception of social contradictions and injustices in third world countries, that social conflict is quite a feasible outcome. Friere states the violence is never initiated by the oppressed. Rather it is an integral structural feature of the system of oppression. The form of violence varies from physical to psychic violence, from beating to institutionalized, ~~malnutrition~~ ^{malnutrition} to ~~sexual~~ dehumanization, but it remains violence, and it remains the responsibility of the oppressor.

"..... the violence of the oppressor prevents the oppressed from being fully human, the response of the latter to this violence is grounded in the desire to pursue the right to be human".

INDIAN PHILOSOPHERS

Rabindranath Tagore

Rabindranath Tagore was born in 1861. Rabindranath in his youth was not intellectually rigorous. He had little formal schooling and withdrawn from school by the age of fourteen; he was basically selftaught. In Tagore family art, literature, music, drama, and philosophy from East and West found continual play. His family had an impact of Brahmosamaj and classical Hinduism. Freedom of life, freedom from creed and custom nurtured the young Rabindranath, who was aloof and aristocratic, modernist, selective in his understanding of Hindu beliefs and customs. Vaishnav religion taught him to transform human love into divine love. The Upanishads were the strongest classical Hindu influence upon him. He rejected the negativism of the Upanishads and was drawn to their positive aspects. Tagore became involved with the freedom movement, called Swadeshi in Bengal. He was a good traveller. Travel brought him in personal contact with Buddhism. He selected out and spoke of the positive aspects of Buddhism i.e. the sympathy for living things, the friendship, the universal love and compassion taught by lord Buddha.

He saw the building of the school as divine incentive working in his life compelling him to practical service. In the course of twenty years he founded Santiniketan and Anandashilpa, Santiniketan, a school designed for rural and village

uplift, and the international university, Visva-Bharati. At Sriniketan he was most directly concerned with social needs through programmes to establish cooperative societies, village crafts and cottage industries and the practical dissolution of caste barriers. In no area of life did Tagore extend his energies and relational life more than in education. The international consciousness which Tagore helped to create in India is one of his finest contributions to contemporary Indian society. He had personal contacts with a score of significant Westerners. The notion of an International University came to him in Japan. He came to develop ever widening loyalties to people, a nation, the world and ultimately to universal man. In spite of his international awareness Ananda Coomaraswamy (1964) has concluded that Tagore was "essentially Indian in conception and appealed Educational theory.

The origin of his educational theory was his own homelife and the freedom he had experienced with in it. Withdrawing early from formal education and maintaining that "whatever I learned I have learned outside of class" (1930) the poet's own education was to come from the total environment of life. Tagore took account of the organic wholeness sought in education whereby no separation of relationships exists in the perfection of the intellectual, spiritual and physical aspects of man. Tagore sought an education that was in touch with the whole of

life: economic, intellectual, aesthetic, social and spiritual. Most fundamentally man must be in touch with his physical and natural environment. Although many of the villagers were technically illiterate, Tagore thought that folk education in India was always one with the life of the people. It made the villagers conscious of social structures and relationships, village culture and even a wider culture, through the recitation of the epics, the puranas and the participation in kirtans. Mukherjee (1962) said "To attain full manhood is the ultimate end of education; everything else is subordinate to it". Education becomes a bipolar process a dialectic, as one personality encounters another. Tagore would encourage his students to read world literature in order to understand how men had established relationships with the world and had achieved an intimacy with the Cosmos. The object of education is the freedom of the mind which is achieved through a path of freedom. Man, for Tagore, creates his own world and in the process is liberated. Education most simply is that which liberates, said Tagore, (1924) "Only through freedom can man attain his fullness of growth" Two distinctive elements that Tagore brings to education are sympathy and joy. Tagore sought a close and intimate contact between the student and nature, believing that such contact brought about an expansion of sympathy. Mukherjee (1962) said "work wedded to joy is the best work. Truth, knowledge and joy are constitutive of reality as they are constitutive of the divine person. Growth in sympathetic joy is, consequently, a dominant principle in Tagore's educational

thought. An atmosphere filled with living aspiration was far more important to him than classroom teaching or reading the great books, wrote Tagore (1947). For atmosphere there must be, the sensitiveness of soul, for affording mind its true freedom of sympathy". More important than academic growth was the building of culture, of atmosphere and vocation. This was accomplished by providing an environment that was natural, open and free, simple and primitive, and within a communal context.

At every step in understanding^a and knowledge man must have an organic line with his surroundings. He believed that the ^haxioms of ancient India give an answer to instilling the religious spirit.

The school of Tagore's conception may be described as open, free, abundant and spontaneous where younger people could be free in spite of themselves. Education should not be heavy or burdensome or abstract. There were no desks, chairs or classrooms in his first school. Laying no stress on knowledge through books, he emphasized learning directly from nature, life and the teacher. He wrote (1962) that children should be free "to organize their own immediate environment". Let the child never tire in his efforts to give play to his creative joy by inventing things with the help of whatever material lies ready at hand. Mukherjee (1962) wrote. For our perfection we have to be vitally savage and mentally civilized, we should have the gift to be natural with nature and human with human society". His school was simple and primitive much like any

Indian [^]ashram. The simplicity of the institution was a training in the acquisition of self-reliance and a hardy spirit. Recognizing the need for silence even in the life of a youth, Tagore would begin and end each day with a fifteen minute meditation for the students. A significant aspect of his school was its communal context. The school was based on the family system where group cooperation was paramount. Tagore believed that education should be the common creation of teachers, organizers and students. The activity principle was advocated in education but activity with social significance. A national education, according to Tagore, must grow out of the social needs of the people and ultimately harmonize with world-wide fellowship. Knowledge must bring one to a consciousness of humanity. Thus the school was in no way separated from ordinary daily life in society. Such pedagogy called for the coordination of all cultural resources in which the harmonization of resources with the full range of human existence took place. The curriculum for example, of Tagore's aspiration was not subject centered, but activity centered. Tagore pursued culture in the widest sense: through art, dance, drama, music, crafts and practical skills of daily life. With an activity-centered curriculum in mind, Tagore considered drama and the expressiveness of histrionics as compulsory. Art and music, however, were meant not merely for the well-educated but also for the inspiration of the villagers.

A school was established in Bolpur, one hundred miles north of ^{Cal}Cuttack, on December 22, 1901, which Tagore named Santiniketan, The Abode of peace. Although Santiniketan was conceived as a centre of culture and intellectual life, it grew into a social and economic centre in India which encompassed the cultivation of land, the production of necessities and practical industrial training. Santiniketan grouped neighbouring villages around itself and got integrated with them in a vital way. In the neighbouring village of Surut he established Sriniketan, The Abode of plenty with village reconstruction through cooperative work as its objective. Siksha-Satra was begun as a weekly boarding school for boys. Again Tagore had no concrete plan to begin with but depended upon the creativity of teachers and students and the village itself. Sriniketan had developed cooperative health societies and store houses, cottage industries and village crafts. In the basic and senior school of Siksha-Satra, groups of boys from different castes were brought together in one class in order to break down cast barriers. The immediate goals were the development of self-respect and intelligent self-help. These could be achieved, he believed, if education emerged from the village itself, that is, if the teacher and the student learned directly from the village and carried on their creative work within the village. His scope was not necessarily wide, but he believed that if he could "free one or two villages from the bonds of ignorance and weakness, there will be built, on a tiny scale, an ideal for the whole of India" Narayana, 1961.

Tagore laid the cornerstone of Visva-Bharti in 1918, and on December 25, 1921, it was formally approved by the Government of Bengal and inaugurated Yatra Visvam Bhavaty Eka-nidan "is the Sanskrit motto of Visva-Bharti: "where the universe has become a single nest". The University initially consisted of four divisions, higher secondary, college, research and rural education. Tagore did not envision just another Indian University, a centre of culture of the Aryan, Christian Semitic, Mongolian, Chinese and Japanese heritages.

Linking Tagore's Philosophy with NFE:

From the above observations it could be believed Tagore attached high importance to Non-Formal Education. One gets further support from his belief that much of the education of an individual takes place out of the school building. He attached significant importance to freedom of individual. He believed in integrated rural development through education. He established cooperative societies, village crafts and cottage industries in the surrounding villages of Shriniketan and Shantiniketan. Non-formal education is considered to be an integrated system of education hence there is an ample scope for application of Tagore's experiences to NFE. Besides this, Tagore believed in organic wholeness in education, closeness of man with his environment. He planned programmes for illiterate villagers. He used folk dances, bhajans etc, for education of villagers. He attached high importance to culture atmosphere

and vocation than accademic growth. This was accomplished by providing an environment that was natural, open and free, simple and primitive and within a communal context. His school could be described as open, free, abundant and spontaneous where there were no desks, chairs or class rooms. NEA workers can get many clues from these observations in terms of planning non-formal education as open and organic system. Enrichment of learning environment and there by providing rich educational experiences could be another lesson.

Mohandas K Gandhi

Mohandas K. Gandhi was born on October 2, 1869, in Porbandar, a sea coast town of Gujarat. His family belonged to Bania Caste, and its members were originally grocers, but his father and grand father had become prime ministers in the Kathiawar District. They were traditional vaishnavas. His mother, Putlibai, made a strong impression upon young Mohandas with the piety and common sense. Gandhi was not a revolutionary personality by birth. Dedication to the social welfare of the nation was a gradual commitment for him which ultimately developed into a religion of service. In his young age he was a shy youth, aloof, weak in health. He received a lesson of Ahimsa from his father.

When ^{he} ~~he~~ was in London ^{he} ~~he~~ tried to become an English gentleman by dressing in welltailored suits and even by taking dancing lessons. He began introspecting his life in England. In Africa Gandhi first suffered severe humiliation and physical

rebuke because of colour prejudice in South Africa which aroused his instinct to protest against the standing political and social orders. The Sermon on the Mount from the New Testament John Ruskin's "upto this last", Thoreau's "Civil Disobedience", Leo Tolstoy's "The Kingdom of God is within you" and Emerson's "Essays". It was left to John Ruskin to move him in the experiential order to a life of total dedication. Ruskin's call for men to die for their profession, to value only that which leads to greater life, to reach out for the maximum of virtue, courage, and love, instilled in Gandhi a pursuit of non-violence in his personal life and in the life of the South African Indian Community. He (Gandhi) was most at ease in the simplicity of his assam, spinning, experimenting with nature cures and instructing his followers in ascetical and spiritual discipline. On March 12, 1930, the second all-India-campaign began with the historic salt March to the Sea with Seventy eight co-workers. He walked on the dirty road of India from village to village, two hundred miles in twenty four days. His small group had grown to several thousand when, on April 12, he reached the sea. During 1933 Gandhi formulated his educational theory more clearly and began to introduce it upon the national scene as basic education.

The particular inspiration that Hinduism gave him was through the classical Bhagvad Gita, he considered the second and third chapters of the Gita as the core Hinduism. The key to Gandhi's social thought and concept of man is characterized in one word: Sarvodaya. It literally means the uplift of all.

The goal is to lift man both spiritually and socially to new levels of life and experience.

Educational Theory

In 1937 Mahatma Gandhi launched the Wardha scheme, a national programme in basic education (Nai Talim), which culminated many years of experimentation in education. His educational thought evolved out of his experiences in education within his family and four ~~asrams~~ ^h before it was formulated and announced to the country. His effort in education advanced from family to followers in the ~~asrams~~ ^h and finally, to all India. What urged him to place his theory on a national scale was an abhorrence of the British system of education imposed upon India. Considering the British system as impractical and destructive of the Indian imagination, Gandhi called it an "unmitigated evil". British education placed literacy within the context of a literary education as its principal goal. Gandhi sharply distinguished literacy from knowledge and wrote in Harijan in 1937, that "Literacy in itself is no education". Since the school was an extension of the home, there is an identity of ideals between truth and ahimsa, and the wardha scheme for basic education. Truth, non-violence, service to humanity and fearlessness were Gandhi's goals, and education became the means of these goals^h. The whole scheme of education is based on truth and non-violence wrote the Mahatma. The key note of Gandhi's thought is creative activity in education. He wanted education to deal more with the concrete,

and to make it more practical and useful.

and so made manual work and crafts an integral part of the school system. In Gandhi's plan school must be an organized society itself which is engaged in some fruitful activity contributing to the greater society. The social orientation Gandhi gave to the schools was similar to what he tried to achieve in his ashrams. He conceived the Sevagram Ashram as a place where the community was created, where equality ruled, where hatred was stamped out and honesty was required. The most visible aspects of Sevagram were cooperation, sympathy and self-help. A programme in basic education, Gandhi maintained, must assuage the poverty of India. He urged students to organize social service in cities and villages in order to help the poor and weaker members of the society. One major reason he advocated education through the teaching of craft was to check the decay of the villages.

Gandhi is consonant with John Dewey who also believed that elements of social life should be integrated in the school system. Their ideas arose from the divorce of school and home. Dewey, also advocating an adult occupation in the schools, said that Gandhi was "one step ahead of all the other system and is full of immense potentialities". The introduction of craft in education was an extension of the theory of "Bread Labour" which raises education to the level of service, a religious service. It was important that the craft selected be rich in educational opportunities and easily correlated with daily life. Also

Pertinent were the local conditions which should favourably support the craft selected. Craft-centred education is not necessarily production; it does not have as its goal the training of craftsmen but the utilization of craft activity for educative purposes. Craft is the genesis of educative experience for Gandhi. The^Product of the craft must be economically usable. Gandhi considered the introduction of craft his unique contribution to education, for he believed that it would refashion education, society in general and the personality of youth. In the west correlation in education is accomplished in the Gandhian plan. It is achieved through the interpretation of manual labour in many subject. The technique of correlation assures that the craft becomes a medium of education and not of mere vocational training. It is an attempt to combine hand-culture and mind-culture what did emerge in his experiments with correlation was the necessity for resourceful and cooperative teachers having an experimental attitude who would exchange their experiences and keep scientific records of their success and failures. Through correlation, Basic education was directed toward the integration of the student and the integration of curriculum. He was wanted to reorient university life and relate it fully to Indian life. In fact he saw university education as a natural extension of his basic education plan. Many of the arts in the colleges, he believed, were both a waste of time and a cause of unemployment.

University education should be a continuation of basic education, and it should be coordinated and brought into line with primary education. Although diversified institutions should exist, he saw the key principles of his educational theory relevant in all situations. Government should not administer higher education, according to the Mahatma, and Colleges and Universities should be left to private enterprise. In this way the national needs in industry, technology, the arts and letters can be better met. The teacher has a mother's role in primary education whereby he is fully present to the student, he nurtures him lives with him and brings him to levels of greater maturity. "One who can not take the place of a mother cannot be a teacher".

In May 1951, he began his first Indian ashram at Kochrab in Ahmedabad. The Sabarmati Ashram was Gandhi's home for the next twenty years and is from his rural hermitage he led the congress party and the freedom movement. He looked upon Sabarmati as a Gujarat Vidyapith, that is a university training non-violence, which in 1920 took as its motto the Indian adage, "Education is that which liberates". In 1921 the Gujarat Vidyapith was established as a National University at the height of the non-cooperation movement to train people of character and ability to conduct swaraj in the village. The last Ashram Gandhi established was at Sevagram, near Wardha in Central India. It was founded in 1931 and became the home for the Mahatma during his remaining years.

At a Sevagram conference in 1945, Gandhi put before the country his entire scheme of pre-basic, basic, post-basic and adult education. Pre-basic education was designed for those under six years of age wherein the elementary principles of sanitation, hygiene, nutrition, work and helping parents in the home were introduced. Basic education was a seven-year plan from seven to fourteen. Post-basic education between fourteen and eighteen was an extension of the basic plan with a greater emphasis on self-sufficiency whereby the youth was to meet in craft education the expenses of food, clothing and education itself. University education followed with an orientation to national and social needs. Finally, adult education a continuing programme was oriented to social service and community improvement. Again in 1947, Gandhi restated the principles of the Wardha scheme and asked the nation to adopt it fully. Shriman Narayan observed that basic education in the final analysis was not given a fair hearing in India. Some of the principles were easily accepted but craft as the centre of education was not, either by educators or government. Tagore was the supreme internationalist in early twentieth century India, whereas Gandhi remained the committed nationalist. Their educational theory and practice reflected the specific, spiritual character of their own personalities.

Linking Gandhi's Philosophy with NPE

According to Gandhi mere literacy and training in literature is no education. Educational programme should be attractive to the students. Schools should be directed towards the social

service to help poor and illiterates. He advocated the village industries, crafts and revival of village life. He desired that gap between education and life can be narrowed through cultural social and vocational potentialities of students. Craft could be used as a tool for developing the intellects of pupils. Craft which school selects should be supported by locally available resources. Interpretation of manual labour in many subjects should be a method of education. Curriculum should be integrated with the student. Above ideology containing the hidden element of NFE such as education is not a mere literacy; but is to explore cultural, social, vocational potentialities of students' use of locally available resources in organising craft, integration of students with curriculum etc.

Sri Aurobindo Ghose (1872-1950)

Sri Aurobindo Ghose was a poet, philosopher and yogi. The life of Aurobindo Ghose is a saga of psychic experiences and what these experiences do to a man and where they take him. He was born on August 15, 1872, in the town of Konnagar, eleven miles north of Calcutta in the Hoogly District. The Ghoses were originally a punjabi family, and by the time of Aurobindo's birth his father, Krishnadhan, had become a respected medical doctor known for his generosity and magnanimity. His father who had done graduate work in medicine at Aberdeen University gave his children western education and sent the five year old Aurobindo to Darjeeling to a convent school run by Irish nuns where his companions were

British and English was the medium of instruction. As a child in Darjeeling, Aurobindo Ghose had his first psychic experience, and experience of oppression that stayed with him for fifteen years, of a secret society the members of which took vows committing themselves to Indian independence.

In 1903, he had grown the germ of the Hindu revolutionary movement in Bengal by giving an ultimatum to the British, with a xx as word and wita in hand, pledged to secure freedom for India. Aurobindo established six centres for revolutionary workers in Bengal. He became the editor of Bande Mataram, one of the leading nationalist newspapers in India. He and Rabindranath Tagore were central in establishing a new National College in Calcutta, and Aurobindo became its first Principal. By 1906 the Nationalists were vigorously advocating swadeshi, boycott and national education issues.

Educational Theory

Educational he believed, must offer the tota whereby one can live for the divine for country, for oneself and others, and this must be made the ideal in every school which calls itself nation criticizing systems. Education must take account not only of the mind of the individual and the people but also the mind of the nation and of the universe. There is a stress in primary education on the physical and vital being. The first work of educationists, according to Aurobindo, is the development and right use of the six senses, the training of the senses in accuracy, consistency, ~~with~~ ^{and} breadth.

Development of the senses and an increased physical consciousness give a wider scope and capacity to the individual. In the pragmatic work of teaching, the training of the aesthetic nature of the individual is a part of vital education. Aurobindo, (1910) written in a system of National Education, enunciated this new attitude in three basic principles of learning. First, nothing can be taught; secondly the mind has to be continually consulted and thirdly work from the near to the far.

He introduced free progress in the school means that the student proceeds at his own pace. The students choose their subjects of study, cultivate areas of interest and elect to take examinations or not. Emphasis in the Aurobindo school is placed upon work sheets a set of instructions covering the study a student does himself, with the constant availability of the teacher. The free progress system naturally class size to four or five students. The school does not prepare the student for official examinations, scholarly competition, diplomas or titles. This demonstrates that the goals are not to prepare students to earn money or to build careers. Tests, if required, are individually adopted for each student and are only meant for the student to check his own progress. To know student's progress requires on the teacher's part, intimate contact and a good psychological knowledge of the student. The free progress system can begin with ease at the age of ten if the vital and the physical being has been developed at an earlier age. Without the development of the vital being the

system can not succeed.

The new method, however, was not imposed upon the teachers in the Asaram school or in the Sri Aurobindo International Centre of Education. Multiple methods were employed, including free progress and Montessori, but no one method was strictly adhered to, some of the teachers did not adopt the system to their methodology. Free progress, nonetheless, advances both a new attitude to the student and to education as a whole. Open classes, freely selected by the student, advance the Principle of freedom and choice in education. Perpetual choice prompts the individual to discover knowledge within himself and to discover his own centre. Free progress implies that education is merely an invitation to learning and is at the most suggestive. A youth educates himself and his universe. Students should be challenged to work for personal and collective transformation. To place before the student the ideal and the challenge of transformation is the work and role of the teacher. Education in this context is not to impart knowledge but to show others how to learn by themselves. Aurobindo rejected the lecture method because it frequently imparts just information.

The second role of the teacher, following upon the creation of an environment is to be present and available to the needs of the students. In this role the teacher begins to exert influences through his own example. Sri Aurobindo spoke of the student teacher relationship: "This is a kind of good

company, satsang, which can seldom fail to have effect so long as sententious sermonizing is avoided and becomes of the highest effect if the personal life of the teacher is itself moulded by the great things he places before his pupils".

He looked upon India's Youth as "Children of the past, possessors of the present, creators of the future". The search for the Divine in man was raised up as the highest and most specific goal of education: The chief aim of education should be to help the growing soul to draw out that in itself which is best and make it perfect for a noble use". This first phase of Sri Aurobindo's praxis saw both a concrete involvement in teaching and college administration and writing, the latter echoing classical Indian thoughts.

The second phase of Aurobindo's praxis was ashram life. He began to draw followers around him during the political activity in Calcutta, and upon leaving for Chander nagore and later for Pondicherry in 1910, a committed nucleus was formed. It was apparent from the beginning that Sri Aurobindo was the teacher. Nalinikanta Gupta recalls this period: "Sri Aurobindo had his own novel method of education. It did not proceed by the clock, nor according to a fixed routine or curricula, that is, there was not^hing of the school about it. It went simply and naturally along lines that seemed to do without rules".

Aurobindo's philosophy can be conculed with the remark as it has an element of non-formal education. Free progress system advocates decision by the students at the age of ten, self-learning, no new method. Classes should be freely selected by the student and they are open in nature. Free progress education is an invitation to learning. Teacher students relations are that of a friend education is not time bound, no fixed routine is established, curriculum is also not fixed, there are no rigid rules.

RELIGION AND EDUCATION

Place of Religion in Imparting Education

Any community has a base of religion in order to govern the community. Ancient India was in fact known for its universities which attracted students from all over the world. The same trend was continued in the middle ages as well, and when muslims came, their own system of formal education was added to the earlier Hindu system. By the end of eighteenth century, a formal system of education, mostly supported by the community, had come in to existence in all parts of the country. Religion based formal system of higher learning was ascriptive and severely limited in access, the need to spread the message of religion among the masses was keenly felt. This led to the creation of the great oral tradition in India which spreaded to all the corners of the country and which, in a mutilated form, survives even to this day.

Every religion has its own pattern of functionaries. In christianity the pop (Priest) who is incharge of church, delivers the messages of christianity the deosiples of cristainity, conducts mass prayer, performs marriages for young people and thus secures very prominent position in that particular society to have a good command on them. In Baudh Dharama, monks stay at the Matha in a group. There the monks rich their knowledge about their religion. They go to the community and preach them the rituals of bandhisoma. Muslims have mullas are equivalent to priest of cristians. Mullas are supposed to take care of masque where they are supposed to teach kuran to very young children, conduct Namaj and help community leaders to take political, social, economical decisions for the welfare of the whole muslim community. In Jainism female are allowed to be Sadhu. Jain sadhu depends upon the shravakas for their food and other requirements of lively hood. Jain sadhus are supposed to visit the house of shravakas in order to get food this is called "Gauchari" During Gauchari, he or she comes in to close contact of a particular family its weak points and strong points. This is very good arrangement to establish a strong ^{ap} report between sadhu and shravakas. These sadhus deliver public lectures and direct the community in a right way. Jain sadhus are not allowed to use bus, railway or other means of trans-ortations. They have to walk from one village to the other which provides them a good oppertunity to come in contact of people. In Hindu religion there are many panthas. Every panth has its own ^a sadhu or Guru, they have temples where devotees can to ^{stay} and ^{pray} to god.

Each religion makes use of modern techniques of communication to spread the specific religion among the people. Religion based education will help a lot to facilitate non-formal education activities, if all the heads of religion decides to do so.

Akhadas or institutions of physical education came to existence. Young men were trained irrespective of their caste for military training to develop a career in the army.

Religious Personality as a Teacher

Ghose (1966) said about Swami Vivekananda's educational thought to be summed up in the term "man-making for the new era". It was primarily concerned with the building of character, a point similarly accepted by Mahatma Gandhi. Vivekananda, Tagore and Sri Aurobindo from their own perspective were concerned with total education, the full development of a man. Their educational thought and their systems were imbued with their life philosophies. Man was their supreme consideration. In the last century the whole pattern of Indian education and the pattern of world education was to imitate the best European or liberal education. A great dissatisfaction arose as a response to this. Indian educators, especially Vivekananda, Gandhi, Tagore and Vinoba persistently experimented to meet the dissatisfaction in education. As they grasped the necessity to experiment with new aims and new forms in education, they deeply involved themselves in teaching. Vinoba and Swami Vivekananda brought something new to the

teaching viz. the cultural growth of the student and social effect respectively. Even with these specific differences all shared a community because they sought total education for future man. Human development in India has always moved simultaneously on two levels the empirical and the transcendental. Just as education, sought empirical knowledge along with knowledge of the self, so the good teacher instructs on both the empirical and transcendental levels at one and the same time.

Gurukul System

In Gurukul system a student would forsake his family and become a son of the Guru. On classical upanayana ceremony, the youth became a son of the teacher and took on the burden of the teacher's needs and entered into a typical father-son relationship.

India has had a great concern for the living holy man, the person of higher wisdom, the guru and is true to day as much as it was in past centuries. The three traditional vehicles for human perfection are the scriptures (Sashtra), inner Zeal and the teacher (Guru). At a point of higher development in the spiritual quest, the three vehicles are interiorized to the degree that the supreme scripture is discovered in the heart and the individual resonates with it, that inner Zeal becomes the over whelming aspiration of the heart, and that the supreme "Guru" is the Guru within the seeker.

The Guru instructs on the transcendental level because human liberation (Moksha) is part of and within the process of human development. Hence the religious quest is inherent in the human quest. Guru is frequently the one who imparts the wisdom of the scriptures and inspires the individual toward liberation. The Guru was a spiritual preceptor and his superiority rested on the conviction of the community that his knowledge and teaching were both powerful and of a transcendent origin. The spirituality and the discipline (Yoga) of the Guru were believed to be efficacious because just as the teacher was liberated so too could he lead others to liberation. The Indian saint must be a living figure, unlike the western saint, in order to be efficacious. He is the model who stimulates and encourages others toward liberation. His essential quality is true understanding, that is, he has a discrimination of the whole universe, of what is peripheral from what is lasting. Power reveals itself in the saint since he possesses something timeless and unchanging. Power emanates from him and is manifested by him in wisdom, presence or physical signs.

Guru establishes his Ashrams which become his residence. He lives with his students (Shishyas) in Ashram. A prince and a son of the poorest person (Common Man) live together in Ashram (e.g. Krishnanand Sudama). All are treated in equal manner. Here students (Shishyas) are supposed to work for Guru. Students (Shishyas) are self dependent as far as Ashram work is

concerned. Guru teaches them vedas, Dharma's political science, social science and humanity. Guru identifies his students' (Shishyas) individual needs and organises educational activities accordingly. Students (Shishyas) Observe complete Brahmacharya. Guru does not fix ^{up} ~~fix~~ time table, place, time and curriculum for the students (Shishyas) in advance but he evolves the curriculum during the process of implementation of programme. / Dialogue method was adopted and there is a continuous dialogue between Guru and Shishyas. Guru never fixes tuition fee or salary but accept Gurm dakshina from his students (Shishyas) when they live the Ashram. Guru plays a very important role in the life and work of his students. (Shishyas) History provides number of examples of such Gurus who had taught lessons to the kings when they were behaving out of track (e.g. swami Ramdas and Shivaji).

Education in Vedic Era

Guru was given the supreme position in vedas. Law of Manu gave three specific functions namely, to perform sacraments (Samaskaras) to maintain the student in learning and to impart the vedas. However, not every wandering ascetic or holy man was a teacher. What distinguished the Guru from the ordinary Rishi or Sadhu (holy man or ascetic) was a particular type of leadership, a father hood. The notion of Guru as father was pan-Indian. He was to lead one from birth to immortality. In the Rigveda, ^{guru} ~~guru~~ signified that which was weighty and mighty. The Guru has an ontological presence. The experiences

before him the weight and power of being.

During those days the whole population was divided in to four classes such as Brahmin, Kshatriyas, Vaishyas and Kshudras. The work was divided among these four classes. Brahmins were supposed to educate the people Kshatriyas were supposed to protect the people from the enemy, as well as rule the people, Vaishyas were supposed to take care of economic development of the people and Kshudras were supposed to work for all these three classes. This system is still persisting in our life.

CONCLUSIONS

*Chapter III
(Philosophy
of NFE Education)*

In concluding the development ^{of} the philosophy for NFE in the world India may be far a head as formal education has taken place in our country only in 1835. Before this period NFE approach and incidental approach were the only mode for educating Indians. In 1835 resolution was made for ~~the~~ the education of Indians by Britishers. In 1854 wood's dispatch described the ~~an~~ expansion of mass education. Non-formal channels of education cover both liberal and vocational education; they are traditional as well as modern; and they have continued to play an important role in the education and socialization of individuals, both before and after the birth of formal education.

It was observed earlier that non-formal education is the latest arrival on the Indian scene. This only means Indian educationists have started talking of non-formal education very recently and it does not mean that non-formal education is new to Indian. In fact, both non-formal and incidental education are extremely old and, if anything, it is formal education that arrived last on the educational scene in India as in every other country.

In the very simple tribal societies that we had in India in the remote past, incidental education was the only known or available channel. Children and youth learnt by living and participating in the activities of the home and society. It was not education for living but education through living, and there was not difference between the process of socialisation and education.

It is interesting to note the great similarities between the ideas of Mahatma Gandhi and Ivan Illich. Both are dissatisfied with the industrial society and seek an alternative which is very similar. In education, Mahatma Gandhi was of the view that the formal system should not be supported by the state and should maintain itself through the earnings of the teachers and students or through the voluntary contributions of the people. This idea comes nearer to deschooling. It might be point out, however, that inspite of this failure of the educational system, the Indian people did manage to get

a political education which, in the long run, helped them to win freedom. This happened outside the school system, in the freedom struggle which Gandhiji organized. Here the people participated in their millions and got political education through personal involvement, a case of 'learning by doing'. Gandhiji was therefore, the best exponent of non-formal education the country has ever had and India after Gandhiji was vastly different from the India before him. It was the "political literacy" has spread among the people that enabled us to become a sovereign democracy.

A powerful attack in developed country came from educationists who were convinced that the tremendous challenges of a very rapidly changing society can only be met through the development of the concept of life long education for all, and who felt that the formal school, by itself, would never be able to meet this demand, unless an imaginative and large scale programme of non-formal education was evolved, either within the system or as a large parallel system. Another attack came from a different group of educationists who felt that the central emphasis must now change from 'education' or 'teaching' to 'learning', that this shift had become possible by the development of new technologies which promoted part-time education and self-study through programmes of non-formal education, and that, under these circumstances, a continuance of the old almost exclusive emphasis on the full-time form

school, was academically undesirable and wasteful of time, energy, and funds. These attacks which made a deep impression on the public and the educational circles could not be ignored and consequently, several alternative proposals of educational reform and especially the largescale development of non-formal education, came to be widely discussed and accepted. In the develop countries, on the other hand, the disenchantment with the formal school system came from entirely different consideration. These countries found that they were generally not in a position to creat a formal education system in their societies which could compare favourably, both in quality and a quantity, with that in the developed countries, mainly because of the paucity of financial resources. They further found that their attempt to imitate the western model led to such inconvenient problems as educated unemployment without helping them materially to realize their dream of development an industrialization, wealth and power. There was therefore, a general desire to get away from the old exclusive emphasis on the formal school and to develop some alternative model

or models which would be less costly, more intimately related to development, capable of yielding quick results and taking education to all the people, and especially to the poor and under-privileged sections. Quite obviously, non-formal education appeared prominently in all these discussions as a viable alternative and began to receive considerable attention. In India proposals made by the education commission which anticipated the present thinking to a considerable extent.

The abandonment of the almost exclusive reliance which is now placed on full-time instruction in the formal ~~x~~ school system and (2) the development, on a very large scale, of the alternative channels of part-time education and self-study which should have an equality of status with the formal channel. Social education (Adult education) was started in India during last 30 years. Soon the concept shifted to functional literacy and 'fundamental education' this has been transformed to the name of non-formal education as a transitional measure directorate of non-formal education has been already set up. (it is inter^{estingly} to note the great similarities between the ideas of Mahatma Gandhi and Ivan Illich. Both are dissatisfied with the industrial society and seek an alternative which is very similar). In education Mahatma Gandhi was of the ~~xx~~ view that the formal system should not be supported by the state and should maintain itself through the earnings of the teachers and students or through the voluntary contributions of the people. This idea comes nearest to de-schooling. It might be pointed out, ~~however~~, that in spite of this failure of the educational system, the Indian people did manage to get a political education which in the long run, helped them, to win freedom. This happened outside the school system, in the freedom struggle which Gandhiji organised. Here the people participated in their millions and got political education through personal

involvement, a case of 'learning by doing', Gandhiji was therefore, the best exponent of non-formal education the country has ever had an India after Gandhiji was vastly different from the India before him. It was the 'political literacy' he spread among the people that enable us to become citizen of a democratic country.

CHAPTER-IV

REVIEW OF LITERATURE

Many isolated efforts have been made to investigate different aspects of non-formal education, very little, (practically nil) efforts have been made to synthesise all the studies in a systematic way. This chapter has been devoted to synthesise findings of researches and projects in the area of NFE so that an overview idea about the different kinds of researches and projects in area of non-formal education can be gathered. This chapter will help in deciding the objectives of the project, preparing research tools, selecting proper statistical methods to analyse data, establishing the methodologies for conducting the project etc.

This chapter has been divided into three major sections, viz. (i) Empirical researches, (ii) Non-formal education and community development projects in different countries, (iii) A review of the work done in India. These sections are further categorized into sub-sections: (i) (a) Personnel, their training for adult education. (b) Evaluation of the Adult Basic Education and Non-formal Education programme, (c) programme development, (d) Social researches to develop philosophical aspect of Non-formal education, (ii) (a) Policies of financing agencies, (b) different projects, (c) review of attempts for NFE at International level. (iii) (a) Survey researches at All India level, (b) projects, (c) Different programmes conducted by different kinds of organizations.

(A) PERSONNEL THEIR TRAINING FOR ADULT EDUCATION

This section opens with the empirical research. Joseph (1974) undertook the research in the area of case study of a continuing education programme in a leisure skill, the Archery segment of the outdoor education project of the American Alliance for health, physical education and recreation. This study was designed to examine and describe the outdoor education projects workshops for continuing professional education for better instruction in the leisure skill of archery during the developmental period of 1960 through February of 1973. He found that continuous consultancy of experts in archery was helpful in establishing the goals, objectives and evaluation of the workshops designed for the participants of the outdoor education projects archery. It was also found that the archery workshops were promoted by a broad based communication. Donald (1974) undertook the study of identification classification and ranking of knowledges, behaviours and attitudes appropriate for Adult Basic Education Teachers. He concluded that the knowledges, behaviours and attitudes that emerged in this study comprise a definitive list as judged by authorities. The scheme used in this study proved to be available one for classifying knowledges, behaviours and attitudes in systematic manner. Regarding the values attributed to specific knowledges, it was recommended that the composite list of 291 ranked knowledges, behaviours and attitudes should be distributed to professors of adult education for the use in the development of graduate courses in ABN.

James Allen (1974) on the basis of the study concluded that a combination of intrinsic and extrinsic motivational factors should be directed to encouraging continued continuing education. This

funding was a joint responsibility of pastors, congregations, the denomination and the seminary.

Rivera (1974) studied critical change among adults and a conceptual analysis based on an examination of cultural literacy and achievement motivation. The concept put forward was that of critical thinking. Critical change referred to adult changes in value and attitude and its reorientation which were significant and took place over a relatively short space of time. He came out with the suggestions that certain typical tendencies could be noted among the population such as active and passive tendencies towards re-adoption among the targeted population to a new culture, withdrawal reactions with feelings of alienation due to a sense of estrangement within a new environment, and critical changes that will result from new mental associations catalyzed by a cultural shift and experimental programme techniques. He concluded that probably many of the individuals in the courses were undergoing at the same time certain gradual changes in development and personality.

Rock, Michael Edward (1974) undertook a perspective study of an application of adult education learning principles and procedures to a Transactional Analysis workshop. The basic concepts of Transactional Analysis included Structural Analysis or the analysis of ulterior transactions which lead to well-defined pay offs, and script analysis, or the analysis of a person's sub-conscious or unconscious life drama, decided upon in childhood, reinforced by parents, ratified by events in one's life, and which lead one to choose a way to live. An overview of Transactional Analysis theory was presented in this study.

DIERKE, Roger Clarence (1974) undertook a study on the effects of instrumented personal feed back in participation training.

Two matched groups, each having 12 participants were formed on the basis of responses to ^{the} Eysenck personality Inventory. The experimental group received group feedback in the traditional manner and instrumented personal feedback in selected critique periods. The control group received group feedback in the traditional manner alone.

It was found that the experimental group did exhibit more of the desired behaviours than did the control group. The F value for the desired behaviours score showed significant differences between groups at 0.04 level of confidence using the Analysis of variance procedure. The mean participant satisfaction scores revealed that the control group reported a higher level of participant satisfaction. The F value reached statistical significant differences at the 0.05 level of confidence between groups and between observation periods, using the analysis of variance procedure. No statistically significant differences were found using an/ analysis of co-variance of Interpersonal values. The study was concluded with the remarks such as: (i) the use of instrumented personal feedback enhances the learning of desired behaviours in participation training, (ii) the use of instrumented personal feedback reduces the amount of participant satisfaction in the early stages of group development, (iii) the use of instrumented personal feedback has no effect upon psychological characteristics measured by the survey at Interpersonal values.

It was recommended that the present study should be replicated in a business and industrial setting where the emphasis is task oriented rather than programme oriented. The instrumented feedback form be revised and short ended to make it a more efficient tool. Since the concern of the verbal critique is toward the building of a learning team and the development team work skills. Further research be conducted in providing direct non-threatening feedback for individual members of the learning team who are hesitant in actively participating in this type of training.

Bogonschild, Erika Gierl (1974) studied the importance of congruent relationships as a factor in establishing communication between members of an adult instructional group. The study was embodied with three hypothesis viz. (i) the more an individual represents a congruent configuration for an aim the more will incidents of attempted contact occur. (ii) The more congruent the relationship, the more the interactions will be in the 'supportive' category of the emotionality modalities, and (iii) The less congruent the relationship, the more the interactions will be in the 'destructive' or 'disengaging' categories of the emotionally modalities. It was concluded from the study that when the conjecture was not falsified in a strict sense of the term the lack of substantive evidence supporting the conjecture must be issue

Baron, Alma Spann (1974) undertook a study on attitudinal change in continuing adult learners. This study investigated short-term seminar programme in the area of more efficient programmes for the educational development of employees. The study intended to see if attitudinal change could be affected within such a time structure and, if change would persist over a thirty day period. The findings of the study indicated

that the original orientations to learning of the participants had no significant relationship upon attitudinal change. Attitudinal change did occur between the initial questionnaire and questionnaire activated immediately upon conclusion of the seminar and did persist after a 30 day time period one of the variables responsible for the change but unmeasured, was the restrictions placed upon the instructors who were responsible for the teaching-learning experience. The study showed that self-directing individuals, flexible enough to deal with complex business and societal problems may be a criterion for achievement in today's frenetic society.

Stern, John Victor (1974) undertook a study of Implications of William Glasser's Reality Therapy for behaviour change in participation training group members. A trainer role behaviour model. It was concluded that there was an apparent need for increased emphasis upon ^o modeling of behaviour and counselling in the trainer role behaviour model. There was an apparent need for increased personal involvement between the person occupying the trainer role and the members of the participation training group-stating personal involvement as norm governing trainer role behaviour would tend to reinforce the group client and intimacy membership norms and protect these norms from misunderstanding. There was an apparent need for testing the modified trainer role behaviour model to determine its effectiveness in attaining the educational goals of the participation training programme. There was an apparent need for a definitive paper or statement on the nature of the group as far as the programme of reality therapy was concerned.

Buttedahl, Khute BJaranae (1974) studied a problem on the determinants of level of Aspiration and its Association with participation in Adult Education participation. Studies consistently indicated that adults with low educational attainment, participated much less in adult education activities than those with more years of schooling. Yet some adults with less years of schooling do enrol in adult education activities. This study was designed to examine the proposition that the factor of level of Aspiration in learning explained such participation stated a number of implications for future research.

The study concluded with the suggestions for educationally disadvantaged as they may be potential participants in adult education activities if their level of Aspiration in learning is high, particularly if they perceive that some reward will ensure.

A study of Markov process for predicting adult student behaviour by Gerells, Cheryl Jo Suber (1975). The central theme of this study was the development of a Markov process for predicting adult student and teacher interaction. The multi-disciplinary approach to the model construction combined psychological, educational and mathematical concepts. Assumptions about adult behaviour were based on the theory of Transactional Analysis. This study contributed much in developing a systematic approach to understand adult behaviour in structured educational settings.

It is concluded that about eleven studies have been reported. These studies are dealing with different aspects such as case studies attitudinal behaviour of teacher - learner towards ABE and continuing education, effect of instrumented personal feedback in

securing more and more involvement of clientel, communication system required for teacher and taught, determinants of level of aspirations of learners and effect of philosophy on learners in developing their learning principles.

It is also concluded that questionnaire (open or close) is the most popular tool in data collection. Interview, taped telephone, consultancy, rapport with the clientel are the techniques to approach the research population. Lastly, it is found that training has a definite impact in changing the attitude of a person, educational level of the recipients of adult education programme is inversely proportional to attitudes of learner towards continuing education programme.

B) RESEARCHES PERTAINING TO THE EVALUATION OF THE PROGRAMME

Forgoing paragraphs describe the researches in term of evaluation. Five studies have been described in detail. This area is useful for the programme planner.

Nicholson William Lloyd (1974) undertook a problem pertaining to the assessment of large urban school system's adult basic education programme in relationship to the retention of ^aBalck adults. It was recommended that areas of adult basic education such as (i) personnel preparation, (ii) staff's role identification, (iii) staff-student relationships, (iv) staffing instruction, and curriculum weaknesses and (v) programme selection and design etc. were needed improvement.

Guilplatt, Gary Ronald (1974) investigated in to the problem of an adoption of the GIPP model of evaluation for use in Adult education. GIPP model consists of four kinds of evaluation viz.

context, input, process and product evaluation. Model has two phases: a planning phase and an implementing phase. This study was offered as a contribution to the literatures of both adult education and educational evaluation. Ayres, Rey Morris (1974) undertook a study of an evaluation of training. An experimental study, testing the effect of human relations training on supervisor's knowledge.

Conclusions drawn from the study for the measurement of supervisory human relations knowledge was not effective. It was evident that other models need to be developed.

Duptetro, Anthony harald (1975) undertook a study of an investigation of interaction analysis and selected school and student inputs towards the prediction of literacy achievement, attendance and drop-out incidence in adult basic education projects.

The thirst for literacy education in the united states was through adult basic education (ABE) projects administered by the right to read (RRR) programme. The goal (RRR) was to improve the literacy functioning of the nations populace. This programme was facing two problems, viz. low attendance and high drop-out incidence, which impeded literacy achievement.

This study was concluded with the recommendations such as (1) educators should use the regression ^aequations presented in the study in order to identify the potentially low literacy achieved. Once the student is identified, educators could provide special services which may improve the student's literacy achievement above the score projected. (2) administrators should avoid making

Womack (1974) studied the Etzioni's theory of compliance, implications for diagnostics and evaluation, two functions of programme development in adult education.

It is concluded that major areas of ABE and continuing education programme such as training evaluation, interaction analysis school system's ABE programme, CIPP model of evaluation leads to the need of improvement in the area of personnel training programmes, role of identification of teachers, staff student relationship, staffing, instruction and curriculum, programme selection etc. It is also concluded that ABE programme should also include recreational, social and leisure activities. There is a good scope for developing models for effective communication between the teacher and taught.

(C) RESEARCHES IN THE FIELD OF PROGRAMME DEVELOPMENT

Very few researches have been conducted in developing programmes for different kinds of vocational development. A few have been mentioned below.

Middleton (1974) undertook the study of developing and testing a model for short term professional development. The model was developed to guide the planning, implementation and evaluation of a five week workshop for professional educators involved in developing new programme of population education, both for school and non-school settings, in four Asian countries.

The original model consisted of nine related principles.

Model was tested. This testing resulted in the retention of the first nine principles of the model. Weaknesses in implementation strategies followed were identified and corresponding suggestions for improvement made. In addition the need for two additional principles emerged from data, resulting in a revised model of eleven principles. The revised model was thought to be generalizable to professional development programmes for other problems in other contexts.

Heeninger (1974) studied career preparation in adult basic education. The study utilized three experimental groups and one comparison group.

Statistical analysis included a two-way analysis of variance and a t test for multiple comparisons where F was significant. A ρ person correlation coefficient was used to test the gain score differences for all H variables.

This study was concluded as there were no statistically significant differences due to main effects for the three sub-tests of the employability perceptions inventory. There was significant interaction for two of the sub-tests. The test was used to compare individual group means with the mean of the comparison group to determine which variables differed significantly, of these that differed significantly at the 0.05 level, five variables were taught using the traditional classroom as the model of presentation.

The Dogmatism scale was analysed using a two way analysis of variance. It was found that there were no statistically significant differences. The traditional classroom as the mode of presentation was more effective than the group interaction format. Differences in gain scores on the part of subjects in this study were related to teacher performance in the traditional classroom presentation and not significantly related to career perception process. A person correlation coefficient of the gain scores on the subtests of the employability perceptions Inventory and the gain scores on the Dogmatism scale was not significant at the 0.05 level of significance.

Hodkings (1974) studied Food Nutrition patterns among black adult males in selected Louisiana parishes.

A stratified random sample of 140 family units was drawn from 3,400 man-wife combinations based on EFNEP participation and place of residence. Data were collected by personal interview on food consumed in 924 hour period other nutrition practices and personal characteristics. It was observed that the dietary levels of

males in all four food groups were lower than those of females. The diet of males in EFNMP families were not significantly higher than those in non-EFNMP families. No consistent trends could be observed in consumption of the different food groups in relation to the several variables studied.

The above mentioned observation lead to the formation of educational programme as for adult males and females who should be taught by face-to-face teaching methods which can be followed by group discussions. A sample shopper's guide, a brochure 'What is EFNMP and radio and T.V. spots should be prepared and sponsored by the co-operative extension service. A regular daily diet of three meals should be emphasized. Home gardens and food preservation should take a high priority. Money management for better nutrition should be taught.

Anderson (1974) undertook the research work pertaining to development and proposed implementation plan for an adult education programme for Jefferson country Alabama. This study was undertaken with the purpose of developing a plan for adult education in the Jefferson country public school system that would serve as a management tool for development, implementation and evaluation of adult education programme.

The study was concluded (a) New planning tools could serve to facilitate systematic planning in adult education, (b) To meet the educational needs of adults in both skill training and academic learning, an individualized programme based on a multimedia, multi-sensory, continuous progress approach seems to be the most appropriate programme, (c) Community involvement and participatory planning should be an integral part of the development and implementation of a comprehensive adult education programme, (d) Effective

and creative leadership is important in planning and implementing a successful adult education programme.

GeE (1974) studied Mandatory Adult Education as exemplified by the work incentive programme.

This study dealt with the welfare population and the attempt of the Government to reduce the roles through an adult education programme called the work incentive programme (WPN).

It was found that there was no significant difference in participants' (1) age, (2) sex, (3) educational level, (4) marital status, 5) number of children, (6) years of work-experience, (7) length of time on welfare, or (8) attitude towards mandatory WPN participation among the success drop-outs or neutral termination groups.

A discriminant analysis of the data indicated that the hypotheses must be accepted with the exception of sex and work-experience. These two variables proved to be statistically significant at either the 0.01 or 0.05 confidence level. There were fewer males and more females in the early termination or unsuccessful groups. The greater the work-experience the greater was the chance for possible success.

Monaghan (1974) prepared a continuing education programme for women. He also studied a spatial analysis of the personality characteristics and needs of mature women participants.

It was concluded that the self-actualization and achievement needs were considered more important than the security and belonging needs while employment and monetary independence from one's husband were considered least important.

The courses which were dealing with non-graded courses, easier transfer or credit and utilization on the (GSEP) tests were considered

important. The time place and the location of programme were not considered important.

Holst (1975) studied educational needs of mature women in a western country. This study was descriptive in nature.

A stratified random sample of 271 women, 25 years of age and older were selected from the same country voter's registration list.

A questionnaire was developed which included relatively general questions pertaining to each basic part of the purpose of the study.

The questionnaire was administered by telephone survey technique utilizing an interviewer's guide. The women were given a brief introduction about the study, its purpose and sponsorship. The autonomy of the individuals and the confidentiality of their responses were assured.

Descriptive statistics were employed through out the study because of the descriptive nature and the construct of the study. No hypotheses were formulated.

It was observed from the results that women were not provided the kinds of educational programmes, courses and services to develop to full potential. There was no provision in the educational programme for the changing role of women in the society. Educational programmes, courses and services offered by the agencies and institutions in the community lacked relevance to mature women, in general. Educational programmes, courses, and services did not exist and were not being planned that adequately responded to the needs of mature women in content, method and techniques, instruction, counselling, schedule and means. There was no special effort made to communicate with these women to keep them informed of what was going

on in education and to invite them to participate in the programme, courses and services that were relevant to them and their needs.

This research was concluded with the ideas of developing a women's advisory council on education, establishing an educational guidance, counselling and testing center for women, devising non-traditional as well as traditional, educational programme, courses and services which should be initiated by university and creating an effective communication system network so that needs of the women and resources can be linked with each other.

Boteman (1975) analysed the continuous education, interests and needs of Blue collar factory workers.

This study was undertaken with a view to developing a learning programme according to the needs of different kinds of adults.

This study concluded that blue collar factory workers were not a single homogeneous mass which could be summarily dismissed as non-participant and forgotten. Workers had individual learning needs. Many of these needs were not being met by existing provisions for adult and continuing education.

Bauer (1975) developed a model of continuing education for older adults.

It was found out that 20 million persons who were of age 65 and over in America had leisure, yet they were neglected in the programme of continuing education. The increasing potential for longer life, the need to cope with increasingly rapid change had made imperative an understanding of education as a condition for meaningful participation in today's society. The development of relevant educational delivery systems were primary factors related to this condition.

This study had provided a beginning dealing with a population of older persons to discover expressed educational needs and interests and the other dealing with educational systems' response to educational programmes for older people.

Macchia (1974) analysed the participation of the rural poor in public assistance programme in Northern Florida.

The purpose of this study was to determine what factors influenced the rural poor to participate or fail to participate in public assistance programmes.

This study provided considerably evidence to support the notion that attitudes are influenced by quality of past experience, level of aspiration and the attitudes of significant others.

Yerka (1974) studied the effectiveness of para professionals in working with low income families.

In this study selected factors were examined. Specific factors were the para professionals' knowledge and understanding of teaching learning processes attitudes towards assuming their role and factors related to job performance and persistence. The criterion against which achievement was measured, was the success of families with whom the para professional worked, in reaching programme objectives.

Descriptive statistics, ~~xxx~~ tests for paired observations and for independent sample proportions, analysis of covariance, correlation matrices and step wise multiple regression were utilized to profile the paraprofessionals and home makers.

The results of the multivariate analysis revealed knowledge of teaching and learning as important to success of para-professionals and on-the-job performance as even more important than attitudes towards the job did not always have to be highly positive in order

for the para-professionals to do good work and that job persistence was related more to ~~the~~ other variables than were studied. A higher level of education, even though the para-professionals were not highly educated and maturity were significant predictors of some clientele behaviour.

It was concluded that there was a direct relationship between the para-professionals' knowledge of teaching and learning and the home maker recall of programme information and recognition of assistance received, attitudes toward the job and home makers' recall of programme information, on-the-job performance and home makers' improved nutritional practices, para-professionals studied demonstrated a capacity to learn, to benefit from training and supervision, to establish relationships with clientele generally considered difficult to reach and work effectively in order to help them improve specific practices, knowledge and their families lives in many related ways.

All researches which are mentioned above emphasise on the nature of the content of the programme. It should be learner centered. Involvement of community in curriculum development in order to have participatory planning is desired. Different programme should be developed for special groups such as women old age group, workers etc. Programme should help in developing creative leadership.

SOCIAL RESEARCHES TO DEVELOP PHILOSOPHY OF EDUCATION

Following researches / deal with philosophical aspect of NFE Stocked (1975) studied the transferability of Paulo Freire's Educational ideas to American Society.

This study attempted to devise a conceptual framework for describing the changes which were / occurring in the 1960's and 70's.

in education in general and adult education in particular.

Another concern of the study led to the investigation of humanistic socialism to which Freire gave major credit for influencing his thinking.

It was concluded that an interpretation of Paulo Freire's education methodology will change the social attitudes of four middle income women's club members. The degree of change will be influenced by the age, income and class perception of the participants. Paulo Freire's ideas can be traced to analysed relationship to humanistic and democratic philosophies. Similarly, Freire's ideas can be analysed in the content of these learning and teaching theories which from the basis of andragogy.

Barber (1974) studied an analysis of the community service's function in the north carolina community college system. This study was concerned with developing a description of community service programme, with in the north carolina community college system.

A random number table was used to select a random sample of 10 percent of the full-time faculty from these institutions which were included in the sample each respondent was asked to complete the questionnaire and return it by mail.

Analysis of variance, the ^aperson product moment correlation coefficient and the ^ttest were used as statistical measures.

The overall average extent to which the Haralacher check list requirements were being approximated was determined to be 62 % statistical analysis of the data indicated significant relationships existed between perceived programme effectiveness and knowledge of the community service concept and level of programme support, as well

as between education and attitude and between knowledge and attitude.

The analysis showed that knowledge of the community service concept and level of programme support were highly associated with perceived programme effectiveness. Cherry (1974) analysed selected variables related to achievement motivation at Beaufort Country Technical Institute. This study was explored to determine potential clues to improved student learning and to provide an increased information base to enhance the adult educator's effectiveness in working with students.

The study concluded that sufficient meaningful relationships were found between achievement motivation and age, sex, race, birth order and family size to indicate a need for additional in-depth research. A trend implied by a relationship approaching significance between high achievement motivation and low socio-economic position suggested a role for community colleges/technical institutes in helping alleviate poverty and increasing minority group social mobility potential through offering programmes that strengthen motivation.

It is observed that philosophies of conscientisation, achievement motivation are useful in developing a community for betterment. Government have department of social welfare through which welfare activities for the citizens are conducted but due to lack of awareness of resources on the part of beneficiaries and lack of positive attitude of the workers from the Department become a big hurdle in optimising the resources and improving the living standard the public.

SECTION-IINON-FORMAL EDUCATION IN DIFFERENT COUNTRIES

Case studies of Non-formal Education and Community Development Projects in different countries.

This section will help in developing a model of non-formal education with reference to Integrated Rural Development. This section deals with N.F.E. Projects from Various countries.

"The organization of an integrated rural development effort, however, is the most complex and critical task of all, and the range of effort is vast. In agriculture, it requires encouragement of and assistance to small- free-holders in producing cash crops; it calls for tangible improvement in subsistence food production for many outside the money economy; in many countries it will necessitate sweeping land reform, as well as imaginative programmes to motivate peasants numbed for decades by despair and stagnation. With respect to theory and practice organization for rural transformation is probably the most under-developed area of knowledge in the entire field of economic growth" (Harbison, 1973, p.41)

Before, case studies are described, it would be helpful to enumerate the operational generalisations and issues which are a synthesis of major points made in the policy and programme presentations at the workshop conducted by MSU planners, in close collaboration with officials of the APO in 1976.

The interrelated generalisations were classified into three groups, viz. (1) those which are more strictly related to planning and preparatory considerations which emphasise the sociological,

anthropological cultural and historical background of the expected participants, viz. a respect for cultural values and norms, (2) Those which are more closely related to operational and managerial requirements, once the non-formal educational and developmental activities are planned and underway, e.g. "Development workers must have something useful to offer, and (3) Those which must be taken into consideration at both the planning and operational stages, e.g. role of women.

It was finally concluded that the basic wisdom of the villagers should be recognised, appreciated and utilised as the starting point of any developmental activity. They may be illiterate, but not unintelligent. They may be cautious, depressed, sceptical and resistant to change if imposed by an outsider. Genuine rapport, empathy and trust have to be established with them. Effective use of non-formal educational methods of communication and interaction may make for orderly changes in the cultural norms and power structures which stand in the way of more equitable frameworks, but violence and massive changes may occur as an intended by product of increased participation of villagers in non-formal educational and developmental activities which require basic policy or structural changes for their fulfilment. If indige social organisations and local leaders can be found, the framework for the creation of available non-formal educational and developmental programme will be easier and predictably more successful. It is imperative that villagers make commitments of their own resources, their energy and their willingness to change illiterates can be taught to adopt new practices or acquire new skills, trained in as para-professionals or other development agents, and otherwise trained to participate in or other

foster change among their groups. Development workers are also able to use literate villagers to help illiterates to understand written messages or otherwise to participate in development activity further more, since the large masses of illiterate adults and out-of-school youth are the decision makers.

This has changed the policies of aid agencies such as AID, UNICEF, World Bank, etc. It has helped in deciding the area of projects methodology etc. New policies of AID required new direction in planning the projects. It required reorganisation of projects in terms of objectives approaches and achievement. This leads to tooling the project. Tooling up would embrace not only refinements of project criteria planning, staffing and acquisition of experience within the Bank, it would also include a manysided effort within the developing countries themselves to increase their capabilities and prepare for a major thrust to be launched in the latter 1970s. It would include (a) operational research into demographic, social, geographical and economic conditions related to basic education, (b) development work in curricula, teacher training institutional models, project design, physical facilities and the use of mass-media, (c) planning policy formation, legislation and budgeting by government, (d) administrative organization and management training necessary to achieve the decentralized yet coordinated execution, required by a major programme, and finally, (e) systematic monitoring and evaluation of on going operations part of the tooling up is the study and evaluation of examples. Another area of prime importance for all parties concerned, universities, aid agencies and governments is the development of a sound data and analytical base, the data one needs, the questions one asks and the kind of analysis

one does as they affect population, nutrition, education, training, employment will overlap significantly. If an effort is made to concentrate on commonly needed data one should also move faster. It is almost needed to know about demography, social structures and cultural characteristics of target population before planning a project.

Arch Callaway (1977) asked a question, whether it is better to teach the son a new technique and let him go home to his father who will promptly 'put him down' or to teach the father that technique and let him pass it on through the established channel of father/son relationship could not many of the existing and traditional relationships be used more effectively than they have? This example is nothing but an example of informal education as much as non-formal. The only intellectually satisfying and ultimately practical way to approach this dilemma of limited resources and relatively unlimited needs is to view all aspects of learning as a whole. National resources and resources from outside cannot begin to solve these problems in the conventional way. Explore much more fully the possibilities of selfhelp as opposed to government directed, donor agency directed or some other type of direction which involves budgets and money and quantitative, resources, what can local communities and regional governments do for themselves perhaps better than central governments? What can national governments do to minimize the need?

World Bank made up its mind to help the ~~xxxx~~ projects which deal with non-formal education as an alternative to primary education.

A project was undertaken at Mauritania to assess the utility of the koranic schools for modern education which is developmental in character. It was decided to build a school in Eshipida village

train the village priests to act as a change agent. Unfortunately this project was aborted by the revolution. But the underlying idea of this and several similar experiments is to build on what is there, to use what already has the confidence of people, and to convert it to more modern uses.

European fund supported the project of an effort to reach fifteen year olds and above with a very practical three year course which leads into supervised farming and as mature villagers in upper volta. A project on 'how to deal with basic education' was conducted at Mali and west African countries. Beruh (Bahomey) had an experiment with rural youth groups, the 4-D, involving functional literacy and training in agriculture. In 'Senegal' village education centers for adult groups and families were assisted.

In Somalia a project for making an effort to reach the nomadic population through the establishment of education centers for both children and adults at the congregation points where the nomades come for various services' was undertaken. Bank assisted to projects for (a) farmers and rural training centers, (b) mobile training units, (c) the general multipurpose community learning centers and the mass media all of which are for non-formal education, (d) development of language aspects ranging from the making of language profiles to the production of reading materials in local languages. An effort was made in Tanzania to train 20,000 - 25,000 village managers. Three people were trained in each village to lead the co-operatives, to act as weigh masters, book keepers etc. of excellent software prepared by a Nordic group to develop a programme for training of people.

basis
area

Comilla project began in 1959 as an experimental rural development project under the auspices of the Academy for rural development. The initial core staff was consisted of ten social scientists who were trained at Michigan University for one year. In 1960, Khan secured permission from Government authorities to establish Comilla Thana as a pilot laboratory for experimental demonstrations in aspects of rural development such as local staff govt. co-operatives, agricultural credit and extension, rural business and rural education. Rural people would be organised around technological innovations supported by elaborated non-formal educational activities.

The main purpose of non-formal education activities was to prepare the rural men, women, youth for a new and better style of life in their families and communities. People should realise the importance of co-operative action to solve the basic problems of agricultural production, employment, health, nutrition and family planning. Training and involvement of rural people in rural development activities. Non-formal education should be integrated with the other components of development process such as rural economic and political organisations, diffusion and management of technological innovations, research and evaluation and inservice/pre-service orientation, government administrators, managers and field workers should be trained and oriented for uplifting of the community from a desperate condition of poverty and ignorance.

Following methodology was used to conduct the project.

Many new thanas were added in East Pakistan. These thanas were made responsible for multipurpose rural development activities. Government should reach some sections of the rural populations through these thanas with information, services and supplies. Interview

discussion technique was applied to identify the needs of the oriental. Non-formal activities does not end with a fixed course or a diploma or a certificate to completion. Learning groups meet one day a week or a fortnight at a village centers. Part of these meetings were used for conducting various businesses relating to the project such as co-operative manager brings weekly savings to deposits in the bank. Village women attending classes at the village centres obtained medical services and supplied to her and her children from the clinic operated by the women's programme. Educational activities should be interrelated with business activities. Participants spent a full day every week for fortnight in learning process. The lectures and discussions were frequently supported by method and result demonstrations, charts, films and other audio-visual aids such as flash cards, posters, picture stories, slides and audio-tapes. Publication of monthly news papers and distribution among co-operative members and other participants. Village singing team went around markets and villages giving performances of traditional songs, intermix with messages about agricultural, family planning, etc. The weekly meeting for managers, model farmers and other selected project leaders were followed by weekly meetings in the village for co-operative members where the manager or model farmers explained what they learnt. Problems were discussed with villagers as well as project team.

Farmers of small and medium sized holdings (2.7 acres), landless labourers, village artisans, non-agricultural workers and members of councils, primary school teachers, village doctors, para-medices and mid-wives, religious leaders and rural youths, particularly school drop-outs, village artists and singers, irrigation pump drivers, tractor drivers, mechanics etc. made a complex mosaic of rural

development.

Project investigations proved that none of these premises fully comprehend the character or operation of rural reality. Inorgance or lack of awareness was not always the principal cause for non-acceptance of new methods. Faith in an official village level worker was not well founded. He was neither ardiabla teacher nor a trusted organizer.

Exampless and progressive models were fully justified. It was convenient, but sterile to operate through exploiting leader, to expect the rich to work for the benefit of the poor, or to expect the poor to become like the rich official worker for the project failed to transform small farmers and villagers into productive and harmonious groups. Following structural changes were desired (i) the setting up of an institutional training and development center, with a composite team of departmental experts, and a regular routine of meetings and workshops for delegates, from village groups, (ii) the formation of a group in each village and the feed-back by every delegate to his group members in regular meetings, corresponding to the pattern at the center, (iii) the organizational of small farmers, for their special advance-ment, into village co-operatives federated into a central association, and the selection by the members of each co-operative from their own ranks and class, of a manager and a model farmer for learning at the center and in turn, educating the group.

In 1967, CADU was established with the help of SIDA in Ethiopia. ARDU project was planned for 1975 for 1975-80. Strategy # of ARDU project included broad participation of the masses, transformation of crucial components of the social system rather than introducing new ones and identifying the factors that matter the potential sets of

interrelated arrangements that compose 'Systems Approaches' to rural development. The crucial components for ANDU were non-farm production, supplies, marketing, infrastructure, governance education (formal), research, health and welfare.

The project was undertaken with a view of involvement of all members of the peasant's household in development activities, expansion of employment opportunities in small and medium scale industry as well as agriculture, use of technology for increasing employment potential, alleviation of the problems of the least privileged etc.

The following methodology was used to execute the project team of specialists (including media and subject matter) were entrusted with the task of continuously supplying District Development Offices and Rural Development centers with selected educational materials. Mobile educational unit with a team of specialists and audio-visual aids rendered a well programmed service at regular intervals in the rural development team. The District Development Office will organise non-formal education ventures where short educational programmes were conducted.

ANDU comprehensive package programme gives more attention to social research on the 'Social Fabric of Rural Communities'. It stresses the development of strong peasant organizations with greater emphasis given to the goal of 'self-reliance', self-governance, popular participation, equality and in the final analysis sustained development primary service cooperatives are to be established which will serve 3000-3500 members belonging to 14-17 peasant association, stress the political family and basic education of the masses.

Encourage more self-help activities focused on the construction of health education, marketing centers and other public facilities as

determined by the communities and the agencies concerned.

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Economic components of the ARDU programme will continue to emphasize increased agricultural production, diversification of agriculture, promote industrial crafts given attention to local specialization and regional diversification, extend veterinary services resettlement scheme for institute, recast some aspects of the production of agricultural inputs, building of rural roads, water supply, irrigation, stores, low cost housing and other facilities.

Plan public project was designed for Mexico in 1967. Ten years experience in promoting agricultural development among subsistence farmers of Mexico was studied.

This study was undertaken with a view of providing information on efficient production practices. Agro-economic information of farmers and agricultural leaders was effectively communicated. Adequate supply of agronomic inputs at easily accessible points should be made. Crop insurance should be introduced. Relationship between input costs and crop values should be studied. Production credit at reasonable rate of interest was made available. Accessible markets were searched out with stable price formulae.

Technical personnel associated with the project were selected on high quality bases. Project staff was made responsible for the dual role of encouraging the service agency managers to make changes in the formal rules that regulated the process of providing the services and for stimulating changes in the attitudes of the companies toward the agencies. In agronomic research the advisers developed a field manual with step-by step procedures for site selection and operation of field experiments which were modified through experi-

ence, permitting important methodological modifications to the experimental design techniques conventionally used in experimental tions. The staff responsible for operating plan pubela all non-formal educators were trained. Local leaders had played a key role at the community level in organizing the groups and the demonstrations leaders were formally elected leaders in each community. Informal leaders were searched out through community contact who played the key-role in the process of getting the group organized and in representing group interests. Technical personnel who performed satisfactorily for two to three years in the field were given the opportunity to on a master's degree. Short courses were provided. Good employees were promoted to better jobs. Technical assistance was provided by Mexican personnel and by foreign personnel furnished by the Rockefeller Foundation for the first seven years.

It was found that there was no modern agricultural technology to offer that fitted their needs. More employments were created. Family income was increased by 23.8 percent. Family diet has been also improved. Community group leaders were actively involved in promoting lectures, demonstrations, administration of the credit programme, interchange of experiences, etc.

Project on nutrition health delivery and family planning was conducted in Korea through mothers club during 1976. Three studies were undertaken. Personal nature of the changes in the behaviour of participants were observed. These changes are contrasted in some degree to changes in agricultural methods.

A project was undertaken in Educador by the University of Massachusetts on consciousness raising in 1971.

from the beginning the project staff was committed to a set of values which shaped the behaviour and activities of the project. Values such as Ecuadorian staffing and participation, coupled with a low aid gradually recreating North American profile in the project selection of Ecuadorians for the staff who were themselves products of the communities in which we were working facilitator approach to non-formal education. Bringing the perspective and experiences of a group of socially committed Ecuadorians directly into the care of the project was perhaps the single most important factor in producing the results which followed.

The project can best be understood as a service of sub-projects loosely linked together by a common staff and a corresponding similarity of basic philosophy concerning goals, staffing and processes. Subprojects included educational games designed to increase the participation of campesinos and to improve literacy and numeracy skills, photo-comic books, and the cassette taperecorder project continuing throughout this time period were two general programmatic thrusts: Creating and testing an approach to working with village facilitators, and adopting materials and methods to be useable by adult education staff of the Ministry of Education.

The non-formal educational materials created and field tested by the project were all designed for 'Consciousness raising' and increased participation of campesinos. In community functions and decisions making simulation and dialogue techniques were emphasized. A variety of games were developed such as letter and number dice, word rummy, mata bin go and other games to increase literacy and numeracy skills. An adaptation of the Astiten-Warner dialogue technique and a highly successful 'Hacienda' game (which involved play-acting of

characters such as local law years, bankers and political bosses familiar to campesinos) were designed to combat campesino apathy and reluctance to express themselves. Radio-educational fairs involving puppet shows were also developed and utilized. All materials were freely available to any one who wanted to use them.

Programme of non-formal education in Sri Lanka was launched in 1969. The research planning, implementation, organisation, personnel, training and education for settlement of youth in a new socio-economic environment for scientific farming, efficient marketing etc. were all relevant aspects of non-formal education and training of youths.

There are 8176 rural development societies of which 66,76 have a membership of men only or of men and women and 1,500 have a membership of women only. The department of rural development has initiated a pilot project to develop 500 villages. This department conducts training for villagers, illiterate adults. In 1971/1972 approximately 3500 young persons underwent training. Training is followed by one or two day's seminar at village. During 1970-71, 230 seminars had been conducted. Refresher courses of two weeks duration are also conducted. Village people also undertake the programmes of sharamdan. Groups of children (below 3 years upto 7 years) were organized for the physical, mental and psychological wellbeing and the development of the sociability of the child. These infants groups were first organized in 1971 and number has been reached is 60. These groups were called, 'singithi Hamuwa' Singithi Hamuwa group was formed for all children in a village in the age group 7-14 years.

This group was formed for organising the attitudinal characteristics of the child to think in terms of a world community of children irrespective of class, caste, religion, race, colour etc. Children

should be made aware of their rights in ensuring love and protection from parents and elders, balanced diet, personal cleanliness, educational facilities, play, recreation, leisure and rest. These Haulas were first formed in 1968 and today there are 160 of them with an enrolment of over 30,000.

Youvan Hawa was a group formation which comprises 15-30 years olds of both sexes in the village. These were started in 1969. There are 120 such formations with the enrolment of 12,000. Membership was given to the youths who get their training at Sarvodaya training institute. These groups have the principle of creating unity among the youths, developing personality of the individual, providing educational and vocational training, developing leadership among the youth and making them aware of their rights. This group is a dynamic force.

Govt Haula is a farmers' group. They were first organized in 1969. There are 42 such formations with an enrolment of 5,800 members.

Formation for mothers viz. Mau Haula was first organized only in 1972. There are only two groups with 16 members. This formation brings mothers together to emphasize the importance of motherhood, develop mothers' personality according to the need of nation, world, culture, peace and progress in the family, family welfare and bringing up of children, organize programmes for the moral and spiritual development of the family and for the education of children, inculcating the principles of sarvodaya.

Samadun Haula is a group which comprises the general elders group who do not belong to any other formations. The services of all are utilized in developing village development plans and programmes.

Gramodaya Mahadalaya was established at each village. It is village a wakening council. This is non-statutory voluntary body composed of sarvodaya workers. This body is responsible for the initiation of development projects and programmes through shramdana camps and other allied activities.

Gram-swarajya mandalaya is a council for village self-government which is the final objective of the Sarvodaya Movement.

It was observed that due to this, the youths were provided an opportunity to play an active role in social and economic change and development in his village. Youths are made aware of village needs and solving problems to attain better family life.

SECTION - II

NEW PROJECTS IN INDIA.

This section deals with the review of the work done in India. It includes survey work and projects undertaken so far. This study will help in designing new projects more efficiently.

National Council of Educational Research and Training, New Delhi Surveyed the present situation of NFE in country. Survey includes items as total number of NFE centres, enrolment in the centers, motivation to parents, difficulties in conducting the programme.

It is observed that in the recent past a large number of non-formal education centers have been opened in the country, out of the 22 states and nine union territories, Lakshadweep is the only union territory where there is no scheme of non-formal education. There is a provision for education of both boys as well as girls in the union. In none of them there is a provision for education of women or girls. There is a provision for education of women or girls in the union.

exists only in Assam and that too only for boys. There are some centres where youth and adult in the age-group 14 to 25 and 25 & above are also enrolled. Parents do not feel much inclined towards sending their children to schools partly when education is not meaningful and partly when it is not related to their lives. Since the non-formal education centres are in most of the cases, only one to three years old the state governments would naturally be facing a number of difficulties in conducting the programme. Low or inadequate attendance, low or inadequate emendments to teachers, lack of educational material, lack of reading material and syllabus, lack of cooperation from the community and departments of Governments, administrative and financial difficulties including existence of heterogenous groups and absence of non-functioning of the co-ordination committees, lack of motivation, incentives and publicity, lack of supervisory staff, lower inadequate training and experience of instructors and supervisor, lack of facilities like transport, staff, refreshment, projectors, etc. and difficulties faced by the parents particularly with regard to sparing their children for attending these centres are all problems which come into the way of non-formal education. The greatest difficulty is to involve the community in the programme for which cooperation from the community members should be secured. The participation of the community in the formal educational system has been only skin-deep. In non-formal education programmes unless the community comes forward with all the possible assistance and help to make the programme a success the agencies running the centers alone can not do much. But survey concludes the observations in a single sentence. It is indeed a sad commentary on the relationship between the non-formal

education centres and the local community.

It is obvious that when there is a sad picture of NFE in country, one would like to develop projects in order to bring radical changes. NCERT planned projects in different parts of country out of which few have been described below.

The programme of non-formal education for the children in 6-14 age-group, whether drop-outs or the unenrolled, was envisaged in Bihar. The purpose of the project was of improving or compensating the child's ability to enable him to re-enter should be enabled to improve his/her family's economic status through socially useful productive work and by providing socially relevant education with a perspective of likely economic opportunities available in the area. A child should be enabled to adjust to learn through his own environment, through environmental studies approach. Children should be made to develop positive attitudes and values towards work, dignity of labour and various other social problems. They should also be made aware of various developmental programmes and encourage them to use these.

The another project was undertaken at Baruli. It was thought out that part-time functional education related to the socio-economic needs of the community to the drop-outs in the age group 6-14 years. An expertise should be developed in the children with regard to the socially useful productive work and the occupations they are engaged in their community so that they may become self-reliant and socially useful and productive members of the community. The children should be helped in developing mastery over various linguistic and mathematical skills which would help them in their

day to day life. A faith in the efficiency of education and in the individual's ability to educate themselves and make use of the potentialities of their own environment for the betterment of the community is to be developed among the children. Non-formal education center is to be treated as a catalytic agent in developing the area socially, economically culturally and educationally through various programmes for the community members.

One project at Kilokeri, an urban slum area of Delhi was undertaken by NCERT for developing work oriented programme for the functional education of those slum children who have never attended school or have dropped out from the first two classes of the primary stage of education. Condensed course for drop-out should also be developed. Children should be made able enough to acquire also be developed. Children should be made able enough to acquire work-skill of a wide variety useful in the urban setting which would be helpful in earning a living, skills for happy family relationships for effective discharge of family responsibilities and proper management of its various functions and aspects like food and sanitation, care of young children, the old and the sick, clothing spending and saving of money, developing wholesome social relationships; house repairing and environmental improvement. It also claims for developing functional knowledge and skills for civic participation including some knowledge of local and national history and ideology, of the structure and functions of the local state and national government of social services such as post-office, hospital, educational and vocational institutions of rights and duties of citizens and of the functioning of cooperatives and other voluntary organisations etc. among the beneficiaries of the programme, development of literacy and

numeracy skills of a functional nature, so as to be able to read and follow communications of an informative and personal nature to write necessary needed in every day life are even due to importance. development of an elementary understanding of (a) the natural phenomena and processes and (b) social institutions and forces in the slum environment as they ascertain to different aspects of life such as health hygiene, housing and sanitation, preparation and storage of food, clothing, protection of environment and soon have also attracted the attention of project planners.

Polyvalent Adult Education centre has been established at Ahmedabad by Ministry of Education, Government of India.

Today industries, business and services are employing more and more men and women in various capacities. Do they all possess adequate knowledge of skill and understanding for their work? The answer in most cases would be 'no'.

Can they cope with the new exigencies of technological advance? The answer will again have to be - No. Most of them would need constant updating of their technical ability.

Hundreds of thousands belonging to the working class & come from rural areas into urban settings. They belong to an entirely different milieu and can not relate themselves to the new environment. The result is, they must often function at half potential.

Many workers and employees are expected to take part in management. They will be invited, tomorrow more than today, to take decisions on vital problems for the factory, their work mates and themselves.

Many a time, fresh from rural areas or frustrated by their previous depressed position, workers are plunged into the ever quickening

main stream of urban activity and technological innovation. They have no understanding of their environment and have a fairly twisted perspective towards work. They are insecure, unable to summon a sense of social responsibility or civic participation. Their personal and family life is unimaginative.

Urban life takes a simple villager by surprise and soon the individual gets lost in the maze of corruption, exploitation and the struggle for survival. This alienation is complete as he is divorced from his cultural milieu. Unconsciously, he sinks in to a drab, colourless existence with very little expectation or hope.

To overcome these difficulties, various measures are necessary. The centre has concerned with educational ones.

Education can be a necessary investment to prepare people for changes, to show how to accept them and benefit from them, how to create a dynamic, non-conformist, non-conservative frame of mind.

Concurrently, it can play the part of an antidote to many distortions within man and society to reduce frustration and insecurity and to enhance professional competence and a zest for life.

A polyvalent programme is in reality a multi-sided programme of education. Unlike many unilateral educational schemes, the polyvalent system takes into account the workers (1) a member of the labour force, (2) a fellow members a working collective, (3) a citizen in a community, (4) a member of a family and (5) an individual seeking to improve and enrich his life. By accepting him as a total personality this system meets the sorely neglected needs of workers for professional, economic, cultural and educational development. So courses in general education so as to enrich their lives through knowledge and better understanding of their environment vocational

and technical training.

To improve vocational skills and technical knowledge of workers for raising their efficiency and increasing productive ability, were thought of.

This center functions for providing an integrated educational and training courses of various durations to workers and prospective workers, conducting surveys and studies in the providing consultation services to other organisations in the field of training and education of their workers.

The polyvalent centre at the Gujarat University is the third of its type established by the Ministry of Education, Government of India, the other two being at Bombay and Delhi. It systematically ascertains the educational needs of workers. On the basis of specific requirements, course curricula are designed in consultations with experts and centre has already offered education and training in some of the various areas such as the following:

- 1) Technical and Vocational Education,
- 2) Worker and his environment,
- 3) Education for family life and family planning,
- 4) Arts, culture and personal enrichment,
- 5) Job safety,
- 6) Domestic and personal services,
- 7) General remedial adult education,
- 8) Secretarial services and business education,
- 9) Language courses of functional value,
- 10) Improving supervision and human relationship,
- 11) Workers' local national and international understanding.

12) Employer-employee relationship and participation education, and

13) Course for the aged, pensioners and the retired.

Methods employed in offering the courses include theory sessions, lectures and discussions, practical work experience, demonstrations, seminars and study groups, case study skill practice simulation exercises, institutional visits, exhibitions use of audio-visual aids and the use of appropriate literature.

Polyvalent programmes are for all those working people who are genuinely interested in a subject/content and are able to follow, understand and profit from them.

Some programmes can be for unemployed adults as well with a view to promote their employment or self-employment potential.

Learners may belong to various groups, illiterates and unskilled workers, semi-skilled workers, slum dwellers, working mothers, railway workers and employees, technicians whose knowledge become absolute, educated unemployed youth, professionals needing to update their competence, graduates concerned with problems for which they have not been prepared, administrators wishing to get acquainted with new practices, etc.

The criteria for admission are not formal. Instead of a school certificate, the access depends on each individual's interest, need, knowledge, capacity and aptitude.

In spite, there will be flexibility for every body to leave and rejoin the learning process to move faster or slower, to choose freely and to follow one's own path.

A part after adult polyvalent centers, about 104 institutions

which have adopted Gandhian model of education for integrated develop-

ment of an individual are working all over Gujarat and many more in the whole country. These institutions have included training in three R's, work experience, socially useful productive work and art of living life, constructive work to train a team of dedicated devoted worker of the country, cottage industry, self-reliance etc. in their programme. The list of such institutions has been attached in Appendix.

Department of Education, South Gujarat University, Surat has also undertaken the programme of Continuing Education for the down-traders, hutmen and the most suppressed community of the society within years. 28 courses in different walks of life were organised. People are benefited by these courses. For detailed information, please refer to Appendix. This chapter can be concluded with the following observations:

- i) Most of the countries are in search of an alternative for formal education system because it is costly and has not succeeded in achieving national goals of education,
- ii) Financing agencies have made up their minds to assist the projects for the development of rural poor,
- iii) Varieties of projects are required in different areas of education and development,
- iv) Formal education should also be reshaped in order to make it more available to the out of school youth and rural poor,
- v) Learning activities should be linked with work activities in order to success adult education,
- vi) Most of the countries have made committed policies for rural development and have started working in the same direction,
- vii) India is not an exceptional country for the above mentioned observation.

CHAPTER-V

CURRICULUM, METHODS AND MATERIALS FOR NON-FORMAL EDUCATION

INTRODUCTION

Broadly speaking curriculum is defined as a set of learning experiences. Through these experiences, efforts are made to bring change in behaviour of learners in terms of knowledge, skills and attitudes. These behaviour could be from cognitive, affective or psychomotor domain. Therefore the curriculum has to meet all these requirements. This further warrants modification of curriculum from time to time. Firstly, the modification is needed to cope-up with the challenge of rapid expansion of knowledge. Secondly, because of technological changes each job after certain period requires new skills from the part of job incumbent so as to utilise developments in the field of technology. This also warrants modifications in curriculum at the same time it also demands changes in methods and techniques used for conducting teaching learning process. Thirdly, changes in social system besides innovations may warrant certain attitudinal changes on the part of the learners so that when they enter into the world of work they can adjust themselves with the changed situation. Same is also true for those who have already entered the world of work.

In the light of the above observations if one looks into curriculum of formal schooling one finds that it lacks into flexibility and at the same time there is no inbuilt system which can meet the demands of modification of curriculum from time to time keeping pace with new developments in the area of technology and expansion of knowledge. Besides this curriculum planning and development in general does not provide for participation by parents, students, employers etc. and the result is that it is heavily content oriented. It has also been felt that by change we mean addition to the curriculum in action coming to the methodological part, with change in curriculum methods and techniques should also be scrutinised. Our experience shows that very little efforts are made to introduce appropriate methods and utilize new media for making teaching learning effective.

Looking into the nature of NFE and its goals, flexibility in curriculum and selection of appropriate media, methods and techniques is essential. Prescription approach of curriculum which is popular in formal system will not work in Non-Formal Education system. Secondly, because NFE has to cater group as well as individual needs simultaneously. Therefore, selection of appropriate media, methods and techniques is all the more essential. Besides this, curriculum planning and development has got to be based on participatory

approach so that educative resources which are locally available could be optimally utilised. Along with both these considerations we have to take in to account the other important fact that non-formal^{education} aims at making education accessible to individuals and groups in the time available to them and as per their own requirements. This further demands for multi-entry channels and a modular approach to education. Keeping in mind all these considerations this chapter has been devoted for curriculum, methods and materials. Following paragraphs describe the different models of curriculum planning.

(1) Model of Curriculum Planning

The first step in formulating any educational programme or project is to decide what it is intended to accomplish. General objectives are decided which helps in developing special objectives^{which} help the planner to order the steps into a logical sequence i.e. a series of operational objectives. None the planner requires selection of activities, arrangement of activities in a sensible order to achieve specific objective. Selection of target group, training of the target group, different approaches to reach the target group are important aspects of planning the curriculum according to the need of the target group.

Next question arises for proper selection of educational methods, educators, place where the programme will be conducted etc. for the target population. Educators should know the target population from the view point of their geographical location, life style, educational experience, age, sex, marital status etc. In psycho-social terms, their needs, interests, concerns, motivations, knowledge and attitude will help the educator to plan the curriculum according to different needs of different groups.

Survey is essential to know the target group. There are two basic techniques viz. a sample of the target group, is systematically surveyed by ^{structural} ~~set~~ interview or questionnaire techniques, sample of the target group is gathered together and surveyed using ~~open~~ open-ended or unstructured interviews or information is acquired using observation participation techniques. Analysis of the survey will ^{help in} ~~developing~~ the out line for the curriculum i.e. selection of subjects will be done. After selecting the subjects, language which is going to be used in content should be given due weightage. Language of the content should be understandable for the target group. It should have relevance and utility to hold the attention of the audience.

The choice of educational method will depend on whether the programme planner is working through a large or small group or perhaps on a one-to-one basis. It may also depend on whether the target audience is part of an existing group or whether new groups have been formed for the purpose of the project. Out-of-school youth may have little or no experience of formal education, nor of the teaching methods used in formal teaching situations. They may find it ^{difficult} hard or even impossible to sit for long periods of time in a school room setting with a teacher in control at the front of the class. This is especially true when they are uncertain about the benefits of any new programme. Nor may this approach be the most conducive to building concepts or forming attitudes in an area of life where deep seated feelings and long standing patterns of behaviour are involved. The lecture situation, therefore, with a speaker standing before an audience may often ^{not} be unhelpful to long-term learning and understanding. It is known that even audiences educated with in a formal school system tend to absorb only a small portion of a speech or lecture. The most effective results are generally obtained when a group is participating in bringing about its own learning, as for example in a group discussion. Out-of-school youth may respond well to the lively sorts of participation, such as in specially designed games, story telling, song writing and singing, acting, and role playing on themes relevant to their life style. Follow up discussion may identify the problems presented in the activity and allow learners chances to set solutions.

The choice of educational methods will influence the types of materials which are produced or assembled to assist the teaching learning process. These may range from simple chart used to illustrate points being made during a talk or a film intended as a starting point for discussion at a group meeting, to a whole set of specially prepared materials, which aim to stimulate learning and assist in building knowledge and concepts over a period of time. The more project personnel who will use these materials, or indeed members of the target group itself, who can be involved in their preparation, the more closely they are likely to relate the concerns and level of understanding of the learners. All materials, whether printed or audio-visual, should be pre-tested to ensure their suitability before being used on a wide scale.

Before deciding what new materials must be produced, the planner might first assess what existing materials are available and might be applicable both from in country and international sources. Buying in a quantity of core items to be supplemented by locally produced materials might be the most cost effective way of building the materials resources. In addition to preparing these types of materials it may be necessary within the centre of co-ordination, to build a small library of books, periodicals, papers and documents which the project staff might use for reference similarly a collection of audio-visuals might be developed to stimulate

new ideas and approaches and for use in the training and orientation courses. The range and extent of such library facility will depend on the budget and the possibility of organising and managing them effectively.

Evaluation is a tool which assists programme planners and organisers to keep in touch with what is happening in their projects and provides them with information they can use to improve the effectiveness and efficiency of their plans and activities. The essential thing is to decide early in the planning process what feed back is required and to build into the project from the start of an evaluation system which will provide this information at all stages of development. Impact evaluation provides project monitoring information on a regular basis. Impact evaluation might be applied at only certain stages of the project. The impact evaluation might not be undertaken until the later stages of an educational project, but a plan for such evaluation should be formulated at the beginning. The need to evaluate results, for example, will influence the way in which the objectives are established, evaluation is often made difficult because the objectives are not expressed in terms which can be measured.

No single education procedure can fulfil all these different functions, many different procedures are involved, but their common aim is to measure the effectiveness and efficiency of all or part of the project for the guidance of programme planners and organisers. Many of the procedures

are quite simple, requiring little extra expense of effort, and might be based on the day today activities already being undertaken. In other cases more elaborate forms of evaluation may be required, calling for the assistance of specialists trained in / evaluation techniques. Evaluation can be carried out with the help of the different records rating of certain activities by the independent observers, anecdotal reports, etc. It is important that those being assessed be given the opportunity / to evaluate their own performance and to take part in assessments by others. A regular discussion of progress wherein evaluation procedures and findings are talked about and new discussions made is vital where team effort is important to success.

Thus curriculum planning includes knowing of the target group, educational methods and evaluation of a programme.

2) Model of Basic Education Programme for Community Development

This model consists of following steps: (i) committed policy should be at the root of the programme, (ii) the socio-economic structures of different target groups and (iii) involvement of the populace should be taken in to consideration.

(i) Committed Policy should be at the Root of the Programme

The first favourable condition for designing an overall system of basic education in the broad sense of the term i.e. including both formal and informal activities, is thus a firm determination to examine the situation carefully and to take the steps necessary to generalize basic education for the entire population as far as available resources allow. However, it can not reasonably be expected that the authorities will readily agree to revolutionize the existing school system. If they envisage implementing a subsidiary scheme for the children, adolescents and adults who are not covered by the school system, they already manifest a positive attitude, despite the obvious short-comings.

(ii) The Socio-Economic Structures

A committed policy is, however, not enough. A population is divided into very diversified social classes marked by prohibitions and privileges will not be ready to welcome an effort at basic education. Since by definition basic education aims to abolish inequality of opportunity carries within it a 'charge' of democracy which can fail frighten those who profit from social differences. To a only one example: a basic education effort can not achieve rapid improvement in the lot of vast majority of the poor, namely those who own no land, or not enough, and to whom credit facilities are available. For a considerable ti

will not be able to make their voice heard, nor to exert any influence on decisions. Policy must be sufficiently strong to oppose privileges, set agrarian structures (in predominantly rural countries), and adequate organizational facilities (credit, supplies, production, commercialization, facilities for saving money, etc.). If, broadly speaking, it may be said that any educational action is a political action, this applies particularly to basic education, through which every human being should become an active element of the social body.

(iii) Linkage with Development Operations

The basic education should be ^{based on} ~~coined~~ with local needs. If it is accepted that the needs of man complement each other and must be satisfied as a whole economic dimension must also be taken into account. For people with extremely modest incomes, a rise in the standard of living through increased or improved production is a powerful motivation which will induce them to welcome a form of education that does not neglect this aspect. Furthermore, an educational action well integrated with a production effort may be important factor in economic prosperity. It should be stressed that it is an illusion to hope that educational effort alone can achieve an improvement in production. With its conventional means in personnel and material; neither the formal nor the

non-formal education system is capable of transmitting the knowledge and skills indispensable in this domain. Even if they were a continued production effort requires technical and financial support beyond the control of education authorities. The link between education and production will not come about spontaneously. It must be sought with a will, chances of success seem to exist when all efforts are combined within the frame work of integrated development operations. The great advantage of integration is that the different aspects of development (education, health, production, commercialization, infrastructure, etc.), will have several favourable implications.

(iv) Priority Objectives

If concrete and functional content is to be given to basic education, particularly for adolescents and adults, the subjects chosen must relate to real situations. Linking these subjects with the priority objectives of integrated development will ensure their significance. In fact, these objectives result in principle from a serious analysis of the overall situation of the target area by specialists from the various development sectors (especially education), and from a decision by, or consultation with, the target population in order to avoid decisions taken only by specialists, however well intentioned of these priorities and the themes that should underline the educational activities in a given zone will be defined.

(v) Coordination of the Different Development Sectors

Since the activities of each sector should help to reach common priority objectives, their coordination can, and should ^{be} ^{ed} develop harmoniously. Logically, any idea of competition should be abandoned in favour of mutual support which will render the work less costly and more effective. Thus, many functional aspects of basic education, (for instance health education or practical agricultural work) can be carried out by the respective sectors, which usually have the required means in terms of personnel and equipment.

To ensure the effectiveness of this coordination, several non-exclusive modalities could be envisaged. Creation of a coordination committee consisting of those responsible for the various sectors operating in the region (the administrative council of an autonomous development operation could serve this purpose), or integration of personnel. In any case, a minimum of decentralisation is necessary for this coordination. Constant recourse to arbitration by the central authorities would complicate the functioning to such an extent that the very principle of the activities might be endangered and participation become impossible. Since it is unrealistic to think that excellent, egalitarian relations between the local activity leaders could develop spontaneously, it would be useful to avoid conflicts by giving one of them authority over the others and by institutionalising direction and coordination through setting up appropriate structures.

(vi) Follow-up for Ex-participants

Integration of the various sectors within development operations facilitates follow-up for those who have benefitted from the educational activities. The ex-participants must reap some rewards, in the broad sense of the term, from the educational activities. ~~The ex-participants must reap~~ they have received. Some of them should be benefitted by ~~proceeding to~~ ^{advancing to} more responsible positions. They should be offered continued education after having acquired the basic foundations. For example, health education has emphasised the usefulness of vaccination to prevent epidemics and the necessity to go to a dispensary as soon as certain symptoms appear, or to take certain medication in case of illness. But if such instruction is not followed up by a vaccination campaign, if there is no medical dispensary within reasonable distance, the problem will not have been solved. The people concerned will merely feel frustrated.

In the framework of educational activities linked, or better, integrated with other development sectors, there would be no danger of such incoherence. The information and training provided would go hand in hand ^{with} the corresponding administration, equipment and infrastructure. The external productivity of basic education would thus be very high. In adverse conditions, on the other hand, a perfectly conceived and executed basic education programme may end in ~~failure~~

As to the second point, transferring of responsibilities this must be effected wherever feasible. One of the ultimate aims is that the villagers themselves should take charge of the various functions necessary for the life of the village. The result will be not only a potent motivation of the population for basic education, but also a substantial domination of the external, less efficient and costlier, administrative services.

Integrated development operations are thus an ideal precondition for establishing basic education. However, sectorial development efforts can also be fruitfully articulated with basic education. Through sensitization, and provision of information and training it could support the launching and functioning of such operations as establishment of village pharmacies, agricultural information centres, novel libraries, etc.

(vii) Participation of the Populace

To design and implement basic education programmes, it is essential that the people be made thoroughly aware of the need for them and willing to participate. This task would be facilitated by the existence of institutions enabling the groups concerned to make decisions, or at least to give their opinions on activities affecting them. The coordination committee referred to above would not answer this purpose because it would consist of specialists only. The socio-

political context plays a decisive role in the conception of these institutions. In a planned but decentralized regime, community councils should be involved in all activities, and the educational activities might be the responsibility of a specialized sub-committee. This would have the advantage of ensuring good integration of education with other development sectors. Such institutions might be established only in areas where a particular effort is planned. They would take the form of regional development committees with specialized sub-committees (health, education, agricultural production, etc.), in which the popular would be represented to express its more specific and pragmatic concerns. One could also and that would be the simplest way set up a special institution for the educational sector alone but one in which the people would have their say.

(viii) Determination of Strategic Elements

- (a) which are the special groups to be covered?
 - unschooled children;
 - illiterate youth and adults;
 - adults who have relapsed into the illiteracy;
 - rural dwellers, urban dwellers, nomads.
- (b) which development sector is considered a priority sector?

health, nutrition, agricultural production,
a particular type of agricultural production,
crafts production, a particular type of
crafts production.

(c) in striving to attain the production
objectives, what should be the emphasis bar.

- modernization of traditional enterprises,
or

- creation of industrial plants?

(d) by which method is the production objective
to be achieved?

- through the conventional type of organization;

- through rural services activity at
community development?

(e) what are the limits of the envisaged budget?

(f) is recourse to foreign aid to be considered?

(ix) Operation Phase

This paragraph describes different operational
phases. The specialists participating in the work should be
made clear about their work. Institutions which will direct
and facilitate the work and enable the results to be utilized
are either created or identified. Essential human and

material resources should be estimated. Some of the tasks to accomplished in the designing phase require the participation, and hence the sensitization, of the central and local services of the ministries concerned, of the officials in charge of development operations, and also of the populations involved. The work of designing programmes should be based on adequate knowledge of the educational situation. Data should be collected on a national level, and all educational activities relevant to basic education should be listed and evaluated. As linkage with development operations is a favourable factor, a survey of such operations should be made before the areas in which the experiment is to be conducted. The approach followed being functional, pragmatic and experimental, suitable basic education programmes can only be worked out under reference to real situations. It is, therefore, essential to identify both the target areas in which experimental basic education programmes could be launched, and the target groups. A number of criteria may be used for identifying the areas, language, population density, mode of production, way of life and social structure, ecology etc. Frequently, the educational situation and development prospects are the determining elements in this identification.

Educational needs at the national level and individual level should be assessed. Existing situation of the target group should be made known to the planner. On the basis of the above mentioned information, working groups will have to consider what kind of programmes would be desirable for each

area and each target group. They should then define the objectives to be pursued, the content and methods, the people to be covered, the personnel and material required, the kinds of institution desired, the methods and instruments of evaluation, etc.

(x) Execution Phase

It includes objectives of the experimentation, psychological preparation of the population, target area, etc.

There must already be concerned in the experimental phase for establishing the students that will be needed in the generalization phase. For this reason, an effort must be made to organize the experimental programmes around resource centres where the common activities (administration, in-service training, pilot, activities, etc.) can be grouped, and which will serve as liaison point between the experimental centres and the monitoring teams. The instructional material should be prepared. Participation of the personnel in this work will enable them to get a better understanding of the spirit of basic education and to test the model lessons. Infrastructure should be developed. Staff should be selected and oriented in a particular direction through training courses.

(xi) Evaluation

Work of the project can be evaluated keeping in mind whether the permanent institutions required for the basic education have been created, the model can be replicated, the

In the domain of education, evaluation comprises such a wide variety of components, activities and functions that it is difficult to make neat, clear-cut statements. This is particularly true of the evaluation of non-formal education activities. The purpose of the evaluation is ^{to} determine in what measure the results, the means, the conditions and the consequences of the ~~a~~ educative action are satisfactory. Evaluation may be examined under four different aspects. viz. object of evaluation, goal of evaluation, evaluation criteria, techniques and producers of evaluation.

Educational activities take place on different levels implying different connotations with regard to the agents, the components and the objectives.

- At the national level: to raise the educational standard of the entire population;
- At the regional level: to contribute to the economic development of the area concerned;
- At the institutional level: to improve the living conditions of a specific community;
- At the individual level: to provide every individual with a certain minimum of skills, knowledge and attitudes.

Consequently, the objects of evaluation may also differ at each level, at the individual level, for instance, they may be the various types of knowledge, attitudes and skills developed in each programme covering certain learning areas. At the institutional level, they must be factors affecting the educational process, such as premises, teachers, parents, community, local authorities, living conditions, etc. At the regional level, there might be as many objects of evaluation as there are regional conditions apt to influence the programme, e.g. the various development operations with which basic education may be linked.

To obtain a real and useful evaluation all aspects of an educational action should be considered, and in every case, the object of the evaluation should be clearly and precisely defined. At last programme should be evaluated interminently in order to improve the programme and make it more effective.

Investigator has come across four different models of curriculum planning, viz. (i) information model, (ii) problem-solving model, (iii) projective model, (iv) expressive model or creative model which is also known as self-actualizing model. Following paragraphs will describe models in short.

(1) Information Model

In this model teacher plays a prominent part. He or she imparts knowledge and skills by lecturing and using drill. Stimulus has a complete information so that nothing has been left for himself to contribute.— Learner remaining inactive. He plays a role of a passive learner. As sponge assimilates water from the vessel in which it has been soaked, in the same way learner assimilates information from teachers' mind and texts. This model emphasises more on learning by rote and mastery of subject matter. Curriculum is full of information. Thus learner does not feel that whatever he is learning has relation to his life. Thus teaching learning becomes monotonous and tiresome.

(11) Problem Solving Model

In this model teacher provokes discussion. To initiate the discussion, he (teacher) presents a picture stimulus. He facilitates discussion of a given concept, topic or problem. Here, stimulus has only partial information. Student contributes from his own life experience and gathers additional data to better understand the topic or problem. Learner remains active. He analyses the concepts or problem. He evaluates its importance. He considers causes and effects and this also leads him to consider alternative solution. This makes him to decide on action, if any, and discovers skills helpful in problem-solving. Thus this model requires an

active learner. Curriculum is not full with information which should be spoon fed. It provides a provision for creative thinking. Learner uses his mind for inquiry and problem solving.

(iii) Projective Model

In this model teacher presents an open ended story or a picture-story with a fixed sequence of events. The idea of events in the story comes from the curriculum writer. Learner projects himself in completing the story. Here stimulus has a partial information both on a technical problem and on the attitudes and other social, psychological and economic influences on the problem. Students supply the rest of the information needed through discussion, interviews and consultation with specialists. The students supply the ending. They discuss the behaviour and motives of the characters in the story and in doing so they may project their own feelings, values, beliefs etc. This model emphasises on understanding the problem in an integral way with a special attention to the hidden influences on the problem. (viz. socio-cultural and psychological).

(iv) Expressive Model

This model has a provision for maximum role to be played by the learner. Teacher presents only the raw material from which stories, incidents, problem situations can be created

and narrated by learner. Raw materials include pictures in no fixed sequence and individual figures (flexiflans) with movable parts. Stimulus has no information other than it related to human beings. Students manipulate it to convey any meaning they choose. The group gets more understanding through discussion, consultation, interviews and through comparing different creative interpretations of the stimulus. The student uses this raw material and his own life experiences to create a new story which the group can discuss. The words and sentences spoken by the students become the basis for literacy exercises. This model emphasises on developing the learner's confidence. Creativity, communication abilities and problem solving based on subject matter drawn from student's own life.

APPROACHES FOR CURRICULUM PLANNING, DEVELOPING INSTRUCTIONAL MATERIAL AND PERSONNEL TRAINING

Investigator describes two approaches viz. (a) Problem centered approach, (b) Self-actualizing approach. Each approach is consisted of eight components such as (i) basic curriculum strategy, (ii) determining content, (iii) designing the learning experiences, (iv) defining curriculum structure and flow, (v) developing appropriate learning materials, (vi) teaching literacy, (vii) selecting a local and (viii) training the group leader.

(a) Problem Centered Approach

- a) Basic curriculum strategy: Approaching the learning situation as primarily an intellectual, rational cognitive process.
- b) Determining content: The appropriate subject matter for the curriculum has been identified through a short-term formal baseline study of local communities and combining it with priorities of the technical or service agencies.
- c) Designing the learning experience: Each learning unit is built around a problem in the external environment and lesson would be conducted in such a manner so that it will develop ~~prx~~ practical problem-solving skills.
- d) Defining curriculum structure and flow: The curriculum is prepared into learning units with defined sequences, learning aids, teaching guides which provides adoptable but highly structured curriculum.
- e) Developing appropriate learning materials: Material has been drawn heavily from a wide variety of available material but it relies heavily on standardised printed materials as the main vehicle for stimulating group discussion around a pre-selected problem.
- f) Teaching literacy: Programmed text can be used to teach literacy skills as a relatively precise science.
- g) Selecting a locale : Learning sessions can be conducted in a class-room or other specific setting to which learners are expected to

to report at specified times.

- (h) Training the group leader: Training of teachers or leaders emphasizes on learning to conduct group discussions, help the learners to master the programmed text as a reinforcement to problem solving.

(b) Self Actualizing Approach

- a) Basic curriculum strategy: Learning situation will be designed in such a fashion that learner will be involved emotionally as well as intellectually in the learning process so that his deepest values and self-concepts can be highlighted.
- b) Determining contents: Learning group is involved in developing its own curriculum with both local and national priorities kept in mind for which base line study can be used as a point of reference.
- c) Designing the learning experiences: Each learning experience is planned in such a way that ^{it} provides learners with opportunities to reassess their feelings about themselves and about others, to exercise creativity, and experience new roles in the course of solving practical problems.
- d) Defining curriculum structure and flows: Only the bare materials needed to encourage and support an active learning role by the group is predetermined. Sequence of the learning units is determined by learner's interests and readiness for action.

- e) Developing appropriate learning materials: A variety of material is used with a greater emphasis on those not dependent on literacy skills, such as audiovisual aids, role playing, critical incidents, stimulation games, etc. which arouse consciousness to self in relation/ to problems.
- f) Teaching literacy: The group's spontaneous communications can be used as the basis for instruction in literacy as an expressive art.
- g) Selecting a locale: Educational opportunities will be decentralized. Education will take place where the learners are gathered spontaneously for community gatherings as informal settings at learners convenience.
- h) Training the group leaders: Participatory techniques will be used to train group leaders or village workers to involve people in learning experiences which include group discussion and other expressive techniques in support of problem solving and personal growth.

PERSONNEL TRAINING CONTENT FOR A NEW ROLE OF A TEACHER

From the curriculum view point, the facilitator's skill lies in using life experiences of the learners as a resource. A skillful facilitator will begin where the learners are, and help them move to where they want to be, and do this without reverting to the dominant role of the traditional teacher. In training of facilitators incorporates direct

experiences of the same kind they are expected to generate in working with adults, it increases the chances that they will be convinced of the value of creativity and be committed to fostering it. The learner provides content, experience, awareness, critical analysis and feeling from his own life experience, the facilitator brings to the learning situation professional expertise in creating atmosphere to mutual trust and sharing that can foster a self actualizing experience. The training of teachers follows a similar two pronged approach. It includes some exercises aimed at systematic analysis and skill development. The sensitizing exercises help teachers become aware of their role as catalysts and discussion guides. At the end of the exercise they discuss the experience, and in particular how they felt during the experience, and why they felt that way. The analysis and skill development exercises, on the other hand, may end up with questions such as the following. What did this exercise accomplish? (out put) How did we arrive at a solution to the problem? (cognitive problem solving) Who gave the solution? (in put) What did we learn? (out put) How can this be applied to a learning situation among village adults? (transfer of learning)

Observations of field level training in varied settings and contexts lead us to believe that the apparent logic of this position is open to question. It is like attempting to train swimming ⁿinstructor by lecturing to them on the psychology of non swimmers, and then supervising their efforts to teach swimming from outside the pool. Teachers or facilitators need direct experience as learners in gaining an understanding of the educational processes which they are expected to generate among other learners. But perhaps this is not an either/or matter. ^{learn} Some a theory "and practices of the theory on others" has its place at different levels. The real question is when, and to what degree.

The training process in the philippines comprised twelve main steps over a six month period. It will be noted that every step in ~~y~~ this sequence is essentially practical, with theory coming in as an out come of practical testing rather than as its antecedent.

- 1) Base line survey of target barrios or villages
- 2) Planning session described above
- 3) Experience based exercises and introduction of workshop participants to new types of participatory learning materials
- 4) Barrio familiarization visit by sub groups. This helped to supplement, confirm or correct data about the barrios previously obtained by a research team through a formal based line study.

- 5) Sub-group level planning of innovative approaches to the education of rural women in their barrios.
- 6) Pretesting of methods and materials in neighbouring barrios.
- 7) Conducting of learning experiences in the target barrios.
- 8) Use of monitoring and feed back systems with each learning experience/s.
- 9) Planary sessions to compare findings and share ideas.
- 10) Audio-visual documentation of work shop experience.
- 11) Continuous field testing of learning experience.
- 12) Evaluation workshop making recommendations for follow-up activity.

MODIFICATION OF SCHOOL CURRICULUM FOR RURAL TRANSFORMATION

In developing curriculum materials for consecutive grades or school levels, it is essential to balance them. This is an important consideration and hence the criteria should be explicitly referred to it. It is necessary that curriculum materials give a fair degree of freedom to the teachers to include new content necessitated by the explosion of knowledge. Teachers should also have the freedom to omit certain content which may become out-of-date. This does not imply a wholesale

change of the content by the teacher but only certain changes to keep the content up-to-date. The need for the content to be relevant to the pupils' environment is implicit in the criteria but this aspect is of sufficient importance to require explicit mention. The teaching strategies need not only to be activity based but should also lead to creative and productive work by pupils. There is an urgent need to develop self-learning strategies.

The new curricula in the areas of health and nutrition, employable skills and rural transformation should generate the awareness for (a) trying out new teaching strategies; (b) providing the continuing education to the teachers, (c) identification and mobilization of community resources; and (d) adopting an interdisciplinary and team approach for successful implementation.

Schools should prepare community projects where students learn from first hand experience under the guidance of a teacher while planning a project care should be taken that (a) it must be community based or must have a bearing on the development of the school neighbourhood or the wider community (b) they should be multidisciplinary in nature; and (c) they should be undertaken by a team rather than by individual pupils.

METHODOLOGY

- 1) The pupils should participate in discussions with the teachers before the selection of the project.
- 2) The student should undertake a survey of the production processes, marketing, management and finances related to the project as a preliminary stage of the project.
- 3) While in this stage, they should also engage in working with the craftsmen in their workshops. This will help them to establish a good rapport with the community and also will help to break the cultural and social barriers that divides them from the community.
- 4) The community will co-operate with the school by allowing the pupils to work in their work centres and also by being represented in the advisory committee of the project.
- 5) The students will be processing the data which they will collect.
- 6) The knowledge and skills of the students related to marketing will also be enhanced as a result of their involvement in the co-operative society-(e) 1. A result of their involvement in data collection and processing, the students will acquire certain research skills 2. The project will bring about in the pupils a positive attitude to manual work. 3. The programme will succeed.

CURRICULUM FOR RURAL TRANSFORMATION INDIFFERENT COUNTRIES

Bangladesh

A national curriculum and syllabus was appointed as per the recommendation of the Bangladesh Education Commission which is engaged in the development of curriculum.

In Bangladesh the main goal of education is to generate among farmers, workers and other classes of people a feeling for the basic necessities of life and to motivate them for the creation of a new society which is efficient in solving everyday problems (i) education for civic responsibility and loyalty to the government; (ii) education for humanism and world citizenship; (iii) education for moral values; and (iv) education for leadership, creativity and research.

India

In India, education is a state subject. However, at central level the central Advisory Board of Education and the National Council of Educational Research and Training (which is an autonomous organization functioning under the ministry of Education) provides guidelines to the state in the development and implementation of their school curricula. The educational goals and aims have been based on the reports of education commissions. The education commission 1954-56 underlined

national development as one of the most important concerns of education and in fact, visualized it as the only instrument of peaceful social "change on a grand scale". The report of the commission was presented and discussed in the parliament, and a policy Resolution was adopted by the Union Government in 1968 in which the main recommendations of the commission were accepted.

The school curricula in India are guided by the constitutional directives, developmental plans and policy declarations of the Central Advisory Board of Education. The Government of India has issued a policy statement which gives direction to the formulation of educational aims and objective for the school curricula. A working group on curriculum was set up to assist the Education Commission which formulated the goal of education. The framework of the curriculum for the ten-year school, published by NCERT in 1975, reflects adequately the national goals, aims and objective of education. The national goals of education emphasises the following aspects of the curriculum.

- 1) Flexibility within a framework of accepted principles and evaluation.
- 2) Curriculum to be related to life, needs and aspiration of the people.
- 3) Science and mathematics for productivity and a national out look.

- 4) Work experience as a source of learning.
- 5) Social justice, democratic values and national integration.
- 6) The three language formula.
- 7) Artistic experience and expression.
- 8) The promotion of aesthetic values through physical education; and
- 9) Character building and human values.

In India, health and nutrition education has not been given an independent place as a subject but is so planned that it cuts across several subjects and activities in the curriculum. In grades IX and X, the Central Board of Secondary Education has established health and physical education as an independent subject. Personal hygiene, environmental sanitation, nutrition, population education and other topics are also included in the subjects like biology, hygiene domestic science and home science. The programme of health and nutrition education aims at:

- 1) Creating an awareness of the need for adequate nutrition in promoting growth, development and health of children;
- 2) Imparting knowledge about relationships between food, nutrition, health and hygiene;
- 3) Fostering desirable attitudes and habits towards food;
- 4) Making children aware of the hazards of adulteration, contamination and pollution.

Employable Skills

The curricula indicate that, in the seven countries represented, educational programmes seek to develop employable basic skills in the youth. Skills development is given an important place in the curriculum in the grades under consideration, although subject designations differ from country to country; e.g., work experience 'in India' skills development through vocational education in Indonesia, pre-vocational studies in Sri Lanka. All country statements clearly indicate that the development of employable basic skills is considered a very important objective.

In India, skills development is ensured through a programme of crafts in the lower grades. The programme includes development of such skills as are useful for a programme of pre-vocational orientation. The curriculum aims at providing adequate experiences for the pupils of the higher grades in such areas as maintenance work and production oriented work. In the lower grades, pupils are expected to develop, to a considerable extent neuro-muscular skills with greater dexterity. The curricula in grades IX and X include six major areas of productive and creative work science and technology, agriculture handicrafts and cottage industries fine arts, household activities and commerce and trades.

The new curriculum emphasizes a new approach to the identification, development and mobilization of new resources for its implementation. In a world of rapid changes there is a need for providing continuing education to the teachers. The academic compulsions of the new curriculum underline the fact that teachers should develop a new awareness of the change in their role. Children today may learn more from outside the school than from within the school. This means that teachers should no more consider themselves as the main source of information for the children. They have to perceive their role as being the integrator of experiences which children get in the formal setting of the school. Again the teachers shall have to develop new skills in identifying resources available in the community for the development of the instructional programme. These compulsions demand continuing education of the teachers.

In India the curriculum analysis report mentions that:

- a) the evaluation materials is available for the use of teachers;
- b) the evaluation techniques suggested are well within the competency of the teachers;
- c) the material resources are adequate to carry out the evaluation techniques suggested; and
- d) suggestions have been given to develop the skill of self evaluation by students.

In Indonesia, in almost all schools, the evaluation is used mainly as a criterion to identify which instructional objectives are achieved by students. The instructional objectives must describe the pupils' behaviours which are observable and measurable. The teachers produce their own evaluation materials. Self-evaluation is quite effective as it encourages students to develop more into the learning materials.

In the Philippines, the teachers' guides include varied evaluation instruments and techniques which are within the competency level of the teachers. Written tests are reinforced by performance tests and other instruments such as questionnaires, checklists and interviews. Observation is regarded as a vital tool for the cross checking of evaluation data.

Rural Transformation

In Bangladesh, there are proposals for non-formal education for regular students and drop-outs from grades vi and upward. For grades IX and X there is also a proposal for a vocational high school curriculum leading to S.S.C.E.

In India the curriculum does not specifically mention rural transformation but an analysis of the objective indicates that it is an integrated part of the total curriculum. The programmes of work experience and the subject of social reconstruction aim at developing an understanding of the need and the skills for bringing about rural transformation.

In Malaysia, University students regularly go out to take part in projects on a voluntary basis in the backward rural areas. There are regular courses for imparting vocational skills for school drop-outs or the unemployed, many of whom become self-employed or find employment in the neighbouring villages or towns.

In Sri Lanka, the curriculum for grades ~~EE~~ VI-IX provides functional literacy, functional numeracy, knowledge and skills for productive activity, population education, health education, child care, education in nutrition and sanitation and education in civic responsibilities.

Having dealt with ^{NFE} model or NFE curriculum for rural transformation model of Basic education programmes for community development, curriculum for rural transformation in different countries. etc. leads to a question mark to the investigator which begins with how. The investigator tries to reply a question beginning with how by describing few techniques in the following paragraphs:

(A) Process Sensitizing Experiences

- 1) self awareness;
- 2) visualization related to aspiration level;
- 3) human relations in problem solving;
- 4) awareness of attitudes towards rural adults;
- 5) sensitivity to flow of communication within learning situation; and

- 6) experiencing innovative methods and materials which involve and enhance the learner.

(B) Planning, and Assessment Exercises

- 1) flow chart of curriculum activities (part chart)
- 2) activity analysis (charting of teacher/learner roles)
- 3) relevance assessment (use of preplanning check list)
- 4) group interaction analysis (use of behavioural checklist)

It is important to note that there is a progression in each of these two sets of activities. In Group A, the progression is from awareness of self to awareness of learner and from there to awareness of the teaching/learner and from there to awareness of the teaching/learning process. The movement is thus from the inside to the outside and from the intangible or subjective to the tangible and objectives, though highly enjoyable may confuse the learner simply because they are unable to see the connection between the group experience and their real-life situation. It is extremely important to design the sequence of exercises in such a way that the connection between the two becomes clear to the trainees themselves as they go through a series of experiences.

In group B the progression is from general or overall curriculum planning to the planning of specific learning experiences using self actualising criteria, it implies a progression from assessment of teacher's sensitivity to

learners in their community context, to sensitivity to them as individuals in a group context.

The planning and sequencing of exercises with sensitivity to the purpose for which they are designed becomes a matter of prime importance. A small slip in timing or sequence can neutralize the entire value of an exercise.

The tape recording of the field experience helps in the ^{Preparation} construction of summary. Another device is an observation list which is used during the conduct of the learning experience itself by other facilitators acting as observers.

Focus of Training for ~~Non~~ Non-Formal Education

One may begin by out-lining some of the expected outputs of staff training. Such output will, first of all, involve a new kind of understanding of the adult learner. It is essential to understand the learner as a person and to be sensitive to the personal motivation, value perceptions, fears, and inhibitions that influence the learner's capacity to progress. What are the effects on motivation and action of the learners' inner pattern of thinking and feeling about themselves? How do they perceive themselves and what influence does this have on their outlook? How do socio-

cultural restraints affect their decision making and action capabilities? What facilitating and supportive role can peers and local leaders play? The whole influence of such forces as the traditional values, norms, communications systems of the learners' own community must be considered as well most of all, the staff of non-formal education projects need the ability to relate to rural adult learners with love, respect and optimism.

Obviously this is a difficult task for any training programme to undertake. At the same time, without this special concern for the human factor, non-formal education could not possibly fulfill its developmental objectives.

DIFFERENT TECHNIQUES TO INVOLVE THE LEARNERS IN THE PROCESS

(1) Group process Techniques

Group interaction is considered as a medium of learning. The trend toward reducing the distance between teacher and learner is accompanied by an increased interest in the process of group interaction and peer learning. Many national and international agencies have begun to acknowledge the usefulness of group dynamic as a means of reinforcing the process of individual learning and development. Jack Maslow of Teachers College, Columbia University, sums up the emerging attitudes towards the use of learning groups in world education assisted programmes.

"..... Learning in groups is generally most effective means for bringing about changes in attitudes and behaviour. The reasons are fairly obvious. In a group, competition for respect mobilises a member's energies, the social support stimulates thinking, and the sifting of ideas in social interaction serves as an error-correcting mechanism". Moreover, the experience of interacting with a group gives an individual the opportunity to try out new ideas and develop self-confidence.

Among the new techniques involving group activities, many have potential applications to non-formal-education. Among them are: brain storming, human relations training, motivation training, synectics, and simulation games.

1) Brain Storming

"Brain storming", developed by Alex emphasizes on capitalizing group resources rather than relying on the ideas of a single leader or a few vocal participants. Now used in many programmes for the training of trainers in non-formal education, brain storming helps to convince participants, in a direct and often quite dramatic way, of the value of the whole group in the generation of ideas. The more diverse the membership of the group is the more wide ranging are likely to be the ideas contributed for the solution of problems provided.

The basic brain storming rules are observed. The basic guidelines are simple:

- 1) All members of the group are encouraged to contribute ideas.
- 2) All ideas are accepted immediately without criticism or evaluation. This is vital for encouraging participation.
- 3) Contributions are recorded for all to see. This helps to establish what each member is thinking, feeling and perceiving, and it also convinces the individual of the work attached to his contribution.
- 4) A large number of contributions is encouraged. Group members are asked to share all ideas that came to mind regardless of how appropriate they may seem. The assumption is that the more ideas are spontaneously shared in the shortest possible time, the more likely is the group to arrive at a potentially useful idea to resolve the problem at hand.
- 5) Criticism or judgement is deferred until the group has practically exhausted itself of ideas. Then judgement and selectivity are exercised in a way that does not discourage any member from future participation in brain storming.
- 6) Participation is rewarded by recognizing that the final solution is the result of the entire brain storming process in which all contributions have played a part.

11) Human Relations Training

Techniques developed recently by the National Training Laboratory in Group Development in Washington, D.C., have proved directly useful in a number of ways for non-formal education programmes. They are mostly used in connection with staff training but the same techniques would be adaptable for groups of adult learners in non-formal education programmes.

The central objective of human relations training is to help individuals better understand themselves and their relations with others. The training encourages learners to participate in problem solving experiences and to reflect on the way they participate. From this has emerged the notion of group self-study as a basic mode of learning.

The listing that follows, sums up the underlying strategy of the National Training Laboratory. It closely parallels some of the insights about adult learning those are emerging from the experience of non-formal education programmes in the developing countries.

- 1) Learners may acquire knowledge but that in itself does not guarantee that they will adopt a particular desired behaviour.
- 2) Knowledge about the process of changing attitudes has to be sought and utilised in addition to knowledge about the processes of acquiring information.

- 3) In programmes that seek to change behaviour as well as to provide increased knowledge, methods of training have to be developed that will involve participants in the training, more deeply than would be necessary if gaining knowledge were the only objective, only by deeper involvement can deep-seated resistance to change be overcome or greater readiness for change be induced.
- 4) such involvement requires participation problem solving experiences in which the ultimate solutions demand that the trainees acquire a better understanding of himself, his roles, and his relationships, as well as of the external problem situation of which he is a part.
- 5) Participants need help in formulating and testing out new patterns of behaviour and they need to gain confidence in their ability to enact them.
- 6) Individual and group self-study must take into account not only concrete observable behaviour but also the underlying values. Feelings, attitudes, beliefs, and disposition to action or otherwise, the management of anger, the conflict between personal gain and expression classification of these elements through group self-study opens the way for more effective learning and personal development.

iii) Motivation Training

Can group interaction and support be helpful in the development of "entrepreneurial" spirit?" As part of their long term study of the characteristics of persons who are "high achievers" David C. McClelland^e and a team of psychologists have designed pilot training programmes to test methods of promoting high motivation and entrepreneurial behaviour. They have found the key variable in these studies to be what they all "the" need to achieve", group training strategies based on McClelland's approach have been incorporated into non-formal training of rural leaders in a UNESCO project in Honduras.

The four basic objectives of the Honduran training courses are listed below:

- 1) To teach participants how to think, talk, and act like persons with a high need to achieve.
- 2) To stimulate participants to set for themselves high but carefully planned goals over a specified period of time.
- 3) To increase participants' knowledge about themselves.
- 4) To create a group spirit among participants from learning about each other's hopes, fears, successes, failures and from sharing an emotional experience in a retreat setting.

Group interaction is guided in such a way that participants reinforce each other's striving toward individual goals.¹ The group thus constitutes one element in an ever widening network that supports the individual's need to achieve.

Change in individual behaviour, however, takes place essentially through introspective processes: each member must examine his own motives, values, attitudes, fantasies, and aspirations and involve himself in creative problem solving and risk taking experiences. The group, acting as a mirror, provides feedback helpful to individual members in examining their own behaviour and in increasing their effectiveness in attaining the goal they have set for themselves.

The achievement motivation approach has much to offer to those who desire to innovate further in non-formal education. Its potential in combination with other strategies has yet to be fully explored.

iv) Simulation Games

For centuries, speech has been the principal vehicle for communicating knowledge, experiences and ideas (especially in developing countries where printed materials are very limited and literacy is low). Next to speech, the visual image has provided access to communication. Non-formal education programmes today are making wide use of audio-visual aids, simulation games^{es} (in which participants enact a familiar

situation), role playing (in which they assume roles of persons whose view points are different from their own), discussion groups, demonstration areas, posters, films, radio, and other educational techniques that do not rely on the written word. Rural adult education now has a large of such tools at its disposal, which have been proved valuable in capturing people's interest and involving them in the learning process.

Educators find a number of advantages in using simulation games

- 1) May do not need special literacy and numeracy skills and some require no literacy skills at all. However, the games can encourage players to acquire such skills/for keeping score or improving performance. In this way games serve as literacy and numeracy support materials.
- 2) Once introduced, the games can be played with little outside assistance; this is especially true of educational games that which are based on traditional forms of entertainment.
- 3) When an educational or social value is added to a locally popular game, popular culture is enhanced by being recognized, valued and used.
- 4) Group interaction and reflection on real life situations can be stimulated by games that in some way mirror reality. For example the game Hacienda can be an adaptation of Monopoly now used in Ecuador attempts to reflect campesinos' reality in a wildly irrelevant way, it

- 5) Characters of exploitative community leaders, such as the local lawyer, land owner, or official. The inequities meted out by these leaders in every day life can be challenged in a game with human and without running the risk of serious repercussion. It may represent the campesinos playing Hacienda stay with it for hours, arguing, negotiating making deals, and generally enjoying themselves.
- 6) Educators who have designed games which are tentative, & incomplete, and flexible have found that the villagers are encouraged to collaborate in the creation and perfecting of the game. Such games permit the villagers to play a role that gives them status and pride of authorship. Encouraged by success, local participants may then go on to produce other learning or entertainment materials of their own. For example, in Ecuador's non-formal education programme, the initial set of 20 basic simulation games was created by project staff at the university of Massachusetts. After the first few months, however local participants generated new ideas leading to substantial modification.

With all these advantages, the major difficulty presented by the use of games is that of integrating the games into a total learning experience relevant to the needs of the learners. Participants need to see themselves moving forward in knowledge, just as they also advance in terms of social sensitivity, business sense, or civic consciousness. Games cannot alone do the job but it would seem that they have an extremely significant role to ~~perform~~ play within a well integrated learning system. The challenge is to assure such integration.

(D) Methodology for use of Techniques

Simulation Games

An example is the Blind fold Game which has been used in several communities as an initial stimulus to get women to participate in the getting acquainted process that will provide the best atmosphere in which to discuss their problems.

Village women gather in an open space near their houses and after an exchange of greetings, the motivator suggests that they play the Blind fold game. A mild reactions of shyness and excitement, a volunteer is found and blind folded. She is led, by another volunteer around the circle. The motivator asks how she feels about being blind folded. Her response to being blind folded, her feeling of helplessness, her need for help, her awkwardness in an unfamiliar situation is then discussed in a broader context of life problems. Reactions to this game may be quite frank; indicating self-awareness and assertiveness on the part of the learners. In one village, for example, a woman in the group objected to it strongly, calling it a silly game and a poor analogy because "blind people are blind for life".

While simulation games and role playing and other activities are increasingly used to loosen up the group and to arouse critical consciousness, the core of the curriculum in each case remains primarily focused on specific social and

economic issues. The lessons dealt with learning the most effective, rational and, systematic way of overcoming deficiencies and satisfying needs. In this way, both the need for better ways to cope with life's daily problems and the need for greater self esteem are met.

(E) Sample Sensitizing exercise

1) How I behave in a group - self awareness exercise
upon joining a new group I generally provoke the following questions:

- (a) Prefer to sit quietly and listen to others.
- (b) Feel quite at ease in participating in discussion.
- (c) Find myself ready for some form of leadership role.
- (d) Sometime I wish that I could take over and structure the discussion.
- (e) Fulfill at ease.
- (f) Prefer to listen for a while and then participate in the discussion after I have a feeling for the group.
- (g) Other (specify).

Comment

In designing this simple exercise the purpose was to sensitize participants to their own behaviour in a group setting and eventually to help them relate more emphatically to the villagers whose responses often prevented full participation in a group discussion.

2) entering your Own Space

Self awareness ~~exp~~ exercise part one : Participants may be given the following instructions "on a sheet of paper draw two squares of the same size. In the first square put down as many phrases as you wish that best describe your current situation in life. These can include professional, personal, social or economic characteristics anything you choose to describe your current position in life".

After several minutes, the participants are told, "in the second square, write down phrases to describe how you would like to be five years from now. What situation would you like to be in five years from now?"

Again, after several minutes, participants are instructed: "Now look at both squares. Try to imagine yourself in the situation you described in the ~~same~~ second square"

Part two: Participants are then asked to imagine themselves to be some rural person whom they know. The exercise is repeated, with the participants projecting themselves into the role of rural people.

Reactions to both parts of this exercise can be left for discussion within the smaller groups. The purpose of the exercise is to get participants to think about how they perceive themselves of the rural person. A second exercise, "entering your own space", carried the self-search a little further, this time related to aspirations levels.

3) Rural Adult Characteristics

Part One: Each person is asked to list on a piece of paper five characteristics of rural adults when this has been done, individually, one participant goes to the black board and begins to tabulate on one side of the board the characteristics as they are called out by participants in turn. The tabulation is in three columns: positive, negative, and in between. There is usually much discussion about where a certain characteristic should belong for example some may feel that "reserved" or "humble" are positive qualities while others may disagree. "Angry" too is seen as positive in some sub-cultures while others will see it as negative. The judgement as to where, in the three columns, a given quality belongs, is left entirely for the group to decide. The group leader does not intervene even if invited to. Also it is very important not to discuss the results of this tabulation (for example, to comment on whether the total picture seems too negative or too rosy or not realistic would prejudice the second part of the exercise).

The group leader need not ask these questions as such, but gently guide the discussion towards this type of reflection. Much of the comparative analysis will come about spontaneously if the participants have enjoyed doing part one of the exercise. They tend to carry the animated discussion into part two.

Part Two: Next, each participant is asked to think about a rural adult he knows fairly well keeping that particular rural adult in mind, each person is then to write down five characteristics which apply to his chosen rural adult.

The responses to the second part are also tabulated in separate columns on the board and the totals of the two sets of columns are compared.

Comment

Whether the difference in the results of parts one and two this exercise focuses the group's attention on how well they know the rural people as individuals and not as stereo types.

Part two is directed at mis conceptions concerning rural adults. The effectiveness of the exercise again depends on the participants' completing one part without being aware of what they are expected to do next.

4) Broken Squares

Exercise for human relations in problem solvings.

This exercise is described in a hand book of structured experiences for human relations Training Vol-1 edited by

J William Pfeiffer and John E. Jones. Participants are divided into groups six five game participants and one observer judge each game participant is given set of Broken square cards, each card an irregularly shaped part of a square. Squares are formed by putting the cards together.

Comment

This game was designed to demonstrate the importance of co-operation in achieving a group goal. Participants try to form side-inch squares by combining their squares as a group. Smaller squares can be made by combining other pieces but this does not contribute to the group goal. Co-operation is only attained when each member of the group tries to understand the other members' needs and recognizes each one's potential contributions to the realization of the group goal.

In a co-operative group all members are actively engaged in mentally putting the pieces together and are sensitive to the needs of others. Each member is willing to give parts of his own square to help others. In this way, a group can quickly realize the goal of the group as a whole. If, on the other hand, participants are more interested in forming their own squares, the goal will be more slowly attained.

The observer notes who is willing to give away pieces, who games to divorce himself from the struggles of the rest of the group, how many people are actively engaged in mentally putting the pieces together, and other characteristics of group behavior.

Group discussion analyzes the effect of co-operation on problem solving and shares group feelings about the game.

5) Photo Parade

Communications sensitivity exercise; Participants are divided into two groups each group is given two sets of five photographs (the two sets are identical) showing participants and the teacher or facilitator playing different roles, e.g. directive, non-directive, group discussion, lecture etc. but they are not given any clues as to what each photograph depicts. Participants are then asked to look at one picture at a time, individually and to fill the appropriate space in the following form. After considering each picture in this way, they pass it on to the next person on the right and receive a new picture, to be similarly examined & from the person to the left. In this way the photos are moved around the circle when the full parade of five photo groups has been completed, individual responses for each picture are compared and discussed. The group leader should encourage analysis of reasons for interest, activity etc. Observed in particular pictures rather than sweeping conclusions such as "lectures are always a bad strategy in techies", or "communication should always be two ways". In other words, even though participants may choose one type of the self-actualizing process they should not close their minds to other possible uses of other strategies under different circumstances.

Comment

The purpose of this exercise is to help people analyse the various roles that learners and teachers play in different kinds of learning situations. I called this exercise photoparade simply as a way of making a virtue out of necessity.

6) Serialized Posteg : Exercise to Promote Learner Participation

The purpose of this communication tool is to demonstrate to the group that different people can perceive the same things very differently and also that each of these perception has its own validity. The tool incidentally gives participants, particularly the more timid or reserved areas, an opportunity to make their view points heard. The fact that interpretations are some what different makes the exercise interesting, yet the differences are seldom so great as to make any one participant fearful of being way off the mark. This is "safe" exercise in the respect. It should be seen however, as only a small step towards a more open, creative involvement.

Seats of posters are prepared ahead of time each set consisting of four scenes which can be mixed and put in any order to tell a story. To change the story one has only to change the order and to interpret the scenes from one's own personal view point. The group needs to be assured that there is no "right" story. If participants are encouraged to use

their imagination freely and do not restrict their thinking just to what is in the postcard, the stories can be quite lively. If not, monotony is likely to set in after the third or fourth story interpretation.

The scenes in the posters should come from village situations themselves or from the environment with which the trainees are familiar. This may require observation interviews or other preparations.

Comment

There are any number of variations which can be introduced in to this exercise. For example, if the set contains some "given" pictures for every one to use and some "options" from which to choose the participants have more leeway to be creative.

7) Flexiflans

Exercise to encourage learner participation -

Flexiflans get their name from the fact that they are flannel backed figures with flexible links. I first designed them for a workshop in Indonesia but have also tested them in a small way in other projects. They work best when a large variety of flexiflans has been prepared ahead of time, including different human figures, animals, trees, crops, small objects (e.g., work

implements, furniture) houses, or parts of houses, etc. These flannel backed pieces are laid out on a table and a learner or group of learners is invited to select any pieces needed to illustrate a topic, idea, or episode. The theme must be selected by the narrator and must be something he considers important to communicate to the others.

Since the content of each communication comes entirely from the head of the narrator, a much greater variety of themes come up through the use of flexiflans compared to serialized posters. Flexiflans can also be used in other ways; for example, to resolve conflict if two participants with opposing views of a problem each compose a planned scene to illustrate differing views of the problem. Differences in perspective can then be discussed more easily when they are "objectified" instead of remaining at the verbal level.

Comment

The main issue to be defined in the use of learning materials is whether they truly open up communication by learners about concerns meaningful to them, or instead simply engage learners in reacting to concerns that the curriculum designer considered important. The latter would be a disguised form of manipulation.

(a) Fish Bowl Discussion

Participants are divided into groups, an inner group which discusses /a specific topic and an outer "listening" group. For example, the inner group may be a planning and evaluation team while the outer group is a steering committee which listens analyzes and translates into action.

(b) Brain Storming

In a brain storming session held at the end of a training session in Thailand, a world Education consultants asked participants to suggest ways to hold down the drop out rate in the functional literacy. Family life planning programme. Their suggestions included: games, feed back (immediate), certification (medals/rewards), collecting money for coffee, collecting money for tobacco, movies, plays, free seeds from the ministry of Agriculture for new crop introduction, field trips, getting children to tutor their parents pre selecting students for study writing pen pal letters to students in other classes around the country, debated, stories, class projects, talks by religious leaders, and songs both in Thai and Malay.

(c) Role Playing

Teacher trainers, role playing as moral adult learners, take key words home and find out what meaning they have for their families friends and neighbours. They bring the responses back with them at the next meeting (next day) break in to small groups to compare notes, and finally reassemble to share experiences. This has the double effect of creating individual and community awareness.

After discussing different models of Non-Formal Education (systems approach) for rural development, techniques, methods, it will be worth if curriculum planning be given due attention. Following paragraphs describe the different aspects of curriculum planning as well as different methods.

(1) Curriculum Planning with Reference to Clientele

The clientele of non-formal education programmes tend to have special psychological attitudes as a result of being deprived of schooling or having failed to complete it. These include a low motivation to attend classes, a sense of inferiority or ~~lack~~ inadequacy as learners; a tendency to be easily discouraged and drop out; a feeling of powerless in influencing environmental pressures and problems, an overly differential attitude toward the teacher as a dispenser of wisdom; or skepticism about the meaningfulness and practical value of education in their lives.

Teaching subject matter alone is therefore not enough. Content must be relevant and convincing in order to capture the interest of the learner. Non-formal education programs ^{me} for adults have approached these goals in differing ways.

(2) Curriculum Planning to Achieve National Goals

✓ This includes following steps:

(a) Development of Criteria

- i) Ascertain national goals;
- ii) Study community needs with teachers participation in selected communities;

- iii) Evolve sets of objectives, content, teaching strategies;
 - iv) Evolve flexible national curriculum.
- (b) Criteria should be feasible. It should be relevant to curriculum development. It should be comprehensive. Analysis of curricula should elicit to what extent the existing curriculum is workable and suits the changing needs of the community.
- (c) It should be reviewed periodically.
- (d) A variety of people should be involved in the analysis of the curriculum materials. An appropriate sample of curriculum materials should be subjected to analysis. Last but not least point is analysis should be done quickly.

(3) Curriculum Planning for Rural Transformation

As a field of study in which to develop curriculum material, rural transformation is relatively new. Rural transformation nation includes, among others, the improvement of health and nutrition and the development of employable skills. It also requires the co-ordinated efforts of many agencies, a Ministry or Department of Education being only one such. Most of all, curriculum workers and others interested in rural transformation need to be clear as to what the 'transformation' should be about. The half-serious query such as "why there is a need of rural transformation? The people are hospitable. They are smiling. They are happy. They have food to eat" etc. leads to the need about knowing the desired "transformation" on part of curriculum planners.

(4) Planning Need Based Curriculum

It includes following stages:

(A) Devising instruments for collecting data about a village and developing guide lines for their administration.

1) Identifying the aspects which need to be studied.

a) Natural Environment and material resources

Under this aspect land, water, mineral and other resources available, the houses, other buildings and roads to be studied.

b) Social and economic environment

Various social institutions such as family, religious groups and educational groups, vocations, incomes and expenditures should be studied.

c) Cultural heritage

Under the heading should be studied such institutions as the customs and traditions, songs, dances, legends, heroes and heroic exploits, traditional culinary art and home remedies.

d) Interdependence

In this category should be studied the relations between the village and surrounding villages, towns and state agencies.

e) Change

Here the political, economic, cultural and social changes which may be taking place should be studied.

- ii) Group the questions under appropriate categories - Education, Health and Nutrition, Socio-economic conditions cultural and Religious activities, civic responsibility, and community resources.
- iii) Consider the resources human, material, time-available for carrying out the study.
- iv) Ensure the participation of all concerned in delineating the objectives of the study and in designing the questionnaires, in particular the community.
- v) Include plans for the analysis and use of the data to be collected
- vi) Carry out a preliminary survey.

Techniques of Administering the questionnaires.

- 1) The objectives of the study should be understood not only by all involved in the data gathering but also by the community studied.
- 2) The community should take part in the data gathering and not merely be passive participants answering questions and supplying data.
- 3) If necessary, an adequate and representative sample should be selected.
- 4) The data gathering teams should be briefed on the use of instruments and their conduct during the survey.
- 5) Wherever possible, the data should be cross-checked using other techniques such as reference to local documents, maps and photographs.

- 6) The data gathering should be done in stages using the data to identify problems for curriculum development.

Data from Mahasen Mahavidyalya- illustrating how the data may be used to identify curriculum development problems.

Date	Problems	Implications for the Curriculum
1. Area 100 acres uncultivated land 25 acres Elevation High suffers from frequent drought	Lack of water for irrigation	What kind of irrigation technique of system may be and taught and also constructed by the students?
2. Occupations: Agriculture 11% Labour 04% Trade 08% Govt. Service 07% Private sector 05% Massons and Carpenters 02% Others 04% Unemployed 59%	Unskilled labour force Insufficient employment opportunities Lack of drive to work among the people	What employable skills may be taught in school? What learning would enable the students to be self employed? What educational programme would change the people's attitudes towards work? What school products are marketable? What lessons would launch students in to cooperative enterprises and initiate cottage industries?
3. Per-capita income Rs. 60/ per month	Low production from land	How many students help increase family income? How many yield for the land be increased? What goods can be produced from the community resources? What natural resources of the community have not been adequately exploited? What other products may be raised considering the soil and climate of the village?

Contd....

Contd...

Date	Problems	Implications for the Curriculum
4. Health No. of houses without toilets - 21	Epidemics/ Anal mia/ Bowel diseases	What sanitary toilets may be constructed by the students within the income of the family?

Implications for the curriculum

What toilet attitudes, habits and practices may be incorporated in the curriculum?

1A

B) Data from a village health and nutrition survey illustrating how the data may be used to identify curriculum development problems. Breeding places for mosquitoes and flies are formed in more than 65% of the houses surveyed. Knowledge and attitudes leading to the eradication of these breeding places should be included in the curriculum.

2) There is no proper disposal of garbage and refuse in some 65% of the households. The importance of proper disposal, the harms resulting from allowing refuse to accumulate should also be included.

3) Environmental pollution caused by animals and the resulting health problems should be given a place in the curriculum.

- 4) Adequate knowledge and healthy attitudes leading to better sanitary and toilet habits should be conveyed through the curriculum.
- 5) Tooth decay and Louse skin are some of the frequent diseases prevalent in the sample, surveyed. The curriculum should impart the necessary knowledge, attitudes and skills that could assist in eradicating these diseases.
- 6) The curriculum should give adequate emphasis to the development of healthy habits in oral hygiene.

Preparing Curriculum Materials

A) Gather data about the Community

Reference has already been made to the need to collect data. "Gathering data about the community with the help of the community" is a strategy used to stimulate and utilize their contributions based on their experiences and creativity. Incidentally, it would help to obtain their commitment and support for the programmes which were to be launched.

B) Identify community needs and problems

It is quite possible to identify community needs and problems in a very general way without doing any systematic gathering of data about the particular community under commitment and active participation of the community. The community is likely to be planning their development. Hence it is considered essential that community needs and problems

be identified on the basis of actual surveys conducted with the participation of the community.

The necessity for the provision of:

- (a) opportunities for self-employment;
- (b) a greater range of employable skills and the necessity for the eradication of fly breeding places.
- (c) Specify aspects of rural transformation use of the data about the community may be used to specify some aspects of rural transformation.

- 1) The data indicated that places in which flies breed are present in the majority of household compounds. There is no proper disposal of garbage and refuse. The way household animals are looked-after results in health problems and environmental pollution.

In such a situation, an aspect of rural transformation is a transformation of the household compound so that it no longer provides breeding places for flies and there is proper disposal of ^{garbage} garbage and refuse and care of animals.

- 2) Data indicate that many people of working age are unemployed nearly a quarter of the ^{and} available is uncultivated due to lack of a regular supply of water. The percapita income is very low. One aspect of rural transformation in such a situation is a transformation of the occupational profile of the work force. Another aspect is a transformation of the uncultivated land into productive land by finding ways to cultivate it.

Different aspects may be synthesized. Each community needs to have its own specification for its own transformation. Specifying rural transformation in this manner has many advantages. It leads to the identification of very concrete objectives. It indicates action which needs to be taken by different agencies. It indicates the different educational programmes which may be refused for the various groupings of people by age or sex (children, adults, women). It also indicates how inadequate the formal education system is to ensure certain aspects of rural transformation.

(d) Identify area for curriculum development:

This step is to identify certain priority areas in terms of community needs, in consonance with the resources which the school has at its disposal and the particular constraints under which the school works. An analysis of existing curriculum may be necessary at this point. An example of the kind of work which may be done with respect to the village referred. Broad areas to be covered by the curriculum for rural transformation.

Environmental sanitation:

Eradication of fly and mosquito breeding places;
Disposal of garbage and refuse;

Ventilation of houses.

Environmental pollution:

Water pollution; Air pollution; pollution by animals.

Personal hygiene:

Health habits; oral hygiene; sanitary and toilet habits.

Community welfare programmes:

Problems of irrigation purification of drinking water; problem of underemployment/unemployment; problem of deforestation.

Food production and utilization:

Food production: kitchen gardening, extended cultivation, tilling, use of fertilizers and insecticides.
Food utilization: Food storage, Food preservation, judicious planning and consumption of meals.

(e) Evaluate development aims for the school

- i) Increasing food production in the homegardens.
- ii) Eradicating breeding places of flies from the home garden.

It needs a positive response from the community as a whole

(f) Design curriculum material

As a crucial component of the extensive activity of designing curriculum material, the participants felt that it would be most useful to give some examples of objectives which are directed towards meeting specific problems of the community for example

Understanding the nutritive value of the various types of food stuffs available in the community and selecting a judicious combination of these food stuffs to make a balanced diet.

This objective comes well within a formal science or health curriculum. But the usual centrally designed formal curricula may not have dealt specifically with special areas of concern such as food stuffs available in a local context.

(g) School as a community development center

These activities stem from the "development aims" referred to earlier. The development activities are to achieve these aims, and must of necessity be very specific to the particular community. They need to be designed by the local school staff with the participation of the pupils, the community, other agencies and local resource persons. Hence the development activity needs a format which makes its design relatively easy and not the time-consuming task that curriculum development activities generally are. Fig-1 gives an example. In summary it may be said that the implementation of the curriculum for rural transformation should result in some observable change in the community.

Fig. School - Directed Development Activity.

- 1) Aim : To eradicate mosquito breeding places in household compounds (in a specified area).
- 2) Students involved : Students of grades VI-IX
- 3) Plan of action

Activities	Persons involved	Materials needed	Target date
1. Locating breeding places in the home compounds of students	By each student (they may help each other)	Check list of possible breeding places (out put from science lesson)	--
2. Discussing means of eradicating breeding places located	All students, teachers, public Health Inspector, some parents.	To be supplied by public Health Inspector	--
3. Eradicating breeding places in the home compounds of student	By each student (may help each other)	--	--
4. School exhibition on necessity for mosquito control	Teacher, all students, public health Inspector	Charts, posters, exhibits	
5. Locating breeding places in village compounds and carrying out eradication	Students, parents volunteers		
6. Survey of village compounds to check that they are free from mosquito breeding places	Students		Periodically

Relationship of community problems and curriculum for
Rural Transformation.

Community

Gather data/establish
report with community

School directed develop-
ment activities with
support of other
agencies and local
resource persons

Identify needs and
problems of
community

Design Curriculum
for rural
transformation

Model for curriculum planning

For the content of the curriculum for different
developmental aspect please refer to Appendix.

CHAPTER-VI

DESIGN OF THE PROJECT

INTRODUCTION

Since non-formal education (NFE) is relatively a new and emerging concept, one can not expect the availability of the very many models of planning, implementing and evaluating non-formal education programmes. Hence there is an urgent need for developing systematic strategies (NFE model) which can help administrators and planners in planning and administering NFE programmes. Such a model should also help practitioners (NFE facilitators) in implementing NFE education programmes.

In order to make NFE programmes effective, both formative and summative evaluations are necessary. This further suggests that there should be an inbuilt system of evaluation in the NFE model. Systems approach could, possibly, be used successfully for developing such a model.

OBJECTIVES

The objectives of the project are as under:

- 1) To understand the relationship between non-formal and formal, informal education in the rural context.
- 2) To develop a systems model for planning non-formal education which will serve the following purposes:

- A) It will represent an exhaustive compilation of the planning and operational functions required by non-formal education facilitator and co-ordinator.
 - B) It will offer planning sequence of events that will enable systematic planning and predictability about the effectiveness of non-formal education centre programme.
 - C) It will help in planning, producing and evaluating learning materials and programmes for specified audience as per their requirements.
 - D) It will serve as means for gathering, analyzing and storing information needed for making planning decisions.
- 3) To develop a battery of evaluative tools for evaluation of non-formal education.
- 4) To study teaching and learning approaches which could be optimally effective for conducting non-formal education in developing instructional methodologies for non-formal education.

DESIGN

Statement of the problem

"Developing an effective model of Non-formal Education for Rural Development : A Systems Approach"

Sample of the study

1) Location: The study has been conducted in village Takarna which is 26 kms. away from Surat (the District Head Quarter) and 9 kms. away from Olpad (the Block Head Quarter).

2) Sample: Takarma has total population of 903 people including all children, youth, old, male and female. Total population of Takarma was covered under the project.

3) Respondents: Respondents in the present study included NFE teachers, NFE students, administrators, supervisory staff, local social workers, talati and the member of the village development committee. Four NFE facilitators and five administrators were considered for data collection. 43 children who were drop-outs, 19 children who were not enrolled for schooling, were selected for administration of questionnaires. 100 beneficiaries who attended home work supervision programme, 70 students who attended classes for embroidery work, 75 mothers, 75 fathers and 10 grand-mothers who attended classes for planned parenthood and mother craft, 30 adults who attended groups for economic development, welfare, education and nutrition, and 7 local community leaders from Takarma were selected for administration of various research tools. Table-6.1 gives details of the respondents.

TABLE-6.1

Respondents of the study

Sr. No.	Respondent category	Number of respondents
1	NFE teachers	004
2	NFE students	418
3	Local citizens	007
4	NFE administrators	007

Evaluation model used in the present study

The evaluation model used in the present study is based on Scriven's (1967) model of evaluation as operationalized by Sanders and Cunningham (1973). This model provides both the internal and external data. In this study internal and external data constitute the dimensions of the programme to be assessed. Internal data are used for assessing programme means and external data are used for assessing programme effects, involved in the development.

Research tools

As per requirements of the evaluation model the following research tools were developed and used for collection of data for evaluation of NFE programme in the village Takarma.

A) The following research tools were used:

- 1) Village Survey Blank (Talati)
- 2) Village Need Survey Blank (Citizens)
- 3) Family Survey Blank (Head of the family)
- 4) Evaluation of NFE Centre
- 5) Appraisal of staff qualifications
- 6) Appraisal of Instructional materials
- 7) Staff competency appraisal (administrator)
- 8) Staff competency appraisal (NFE facilitator)
- 9) Needs assessment (Comments from NFE facilitator)
- 10) Needs assessment (Comments from the local citizens)
- 11) Needs assessment (Comments from NFE students)

- 12) Curriculum design appraisal (teachers)
 - 13) Student attitude appraisal (students)
 - 14) Instructional methods appraisal (teachers, students)
 - 15) Student achievement appraisal (teachers)
 - 16) Validation of systems model
- B) Systems approach was used for planning NFE programmes at different levels and development of systems model for planning non-formal education.

Collection of data

Firstly, a few evaluation tools were prepared and administered to different groups. The scheme of data collection for this part has been presented below:

TABLE-6.2

Overview of scheme of administration
of research tools

Sr. no.	Title of Questionnaire	To be completed by			
		NFE tea- chers	NFE stu- dents	NFE admi- nistrators	NFE citi- zens
1	2	3	4	5	6

A) Need Assessment

- | | | | | | |
|-------------------------------------|--|---|---|--|---|
| 1: Comments from the local citizens | | | | | X |
| 2: Comments from NFE teachers | | X | | | |
| 3: Comments from NFE students | | | X | | |

B) Programme inputs Delivery of Instruction

- | | | | | | |
|------------------------------------|--|--|---|--|--|
| 4: Instructional methods appraisal | | | X | | |
|------------------------------------|--|--|---|--|--|

1	2	3	4	5	6
---	---	---	---	---	---

5: Instructional materials appraisal x

6: Curriculum design appraisal x x

Staff qualifications

7: Staff pre-service and in-service and training appraisal x

8: Staff competency appraisal x

9: Staff competency appraisal x

0) Programme outputs students attitude

10: Student attitude appraisal x

11: Student achievement appraisal x

Besides this, different strategies were used for collection of data. Door-to-door contact programmes, small group meetings, observations by project staff at meetings of different committees, interview with individuals, were also used. Quite a few informations were gathered through awareness raising programmes.

Statistical analysis

Both initiative and descriptive statistical methods were used for analysis and interpretation of data.

TERMINOLOGY DEFINED

Operational definitions of the terms used in this study have been given below:

- 1) NFE is short form of non-formal education.
- 2) NFE Centre is the place where local citizens gather and make use of the materials, media and resource available at the centre with the help of NFE facilitator to satisfy their educational needs.
- 3) NFE facilitator is the person in-charge of NFE Centre who is responsible for the management of the centre and guidance of NFE students. The phrases NFE teachers and NFE educator have been used as synonymous to NFE facilitator.
- 4) NFE student is one who attends NFE programmes to satisfy his or her educational needs.

DELIMITATIONS OF THE STUDY

- 1) The present study is delimited to the village Takarma.
- 2) It is limited to NFE centres established at the village Takarma only.
- 3) Only four NFE facilitators were trained to conduct the programme.
- 4) Systems model was prepared and training was provided to NFE facilitators and members of the village development committee to use systems approach for planning of NFE programme at these centres.

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- 5) Village activities were divided into three categories viz. 1) Developmental activities, 2) Educational activities, 3) Cultural activities, Each facilitator was made responsible for one activity mentioned above.

CHAPTER-VII

AN INDIAN VILLAGE

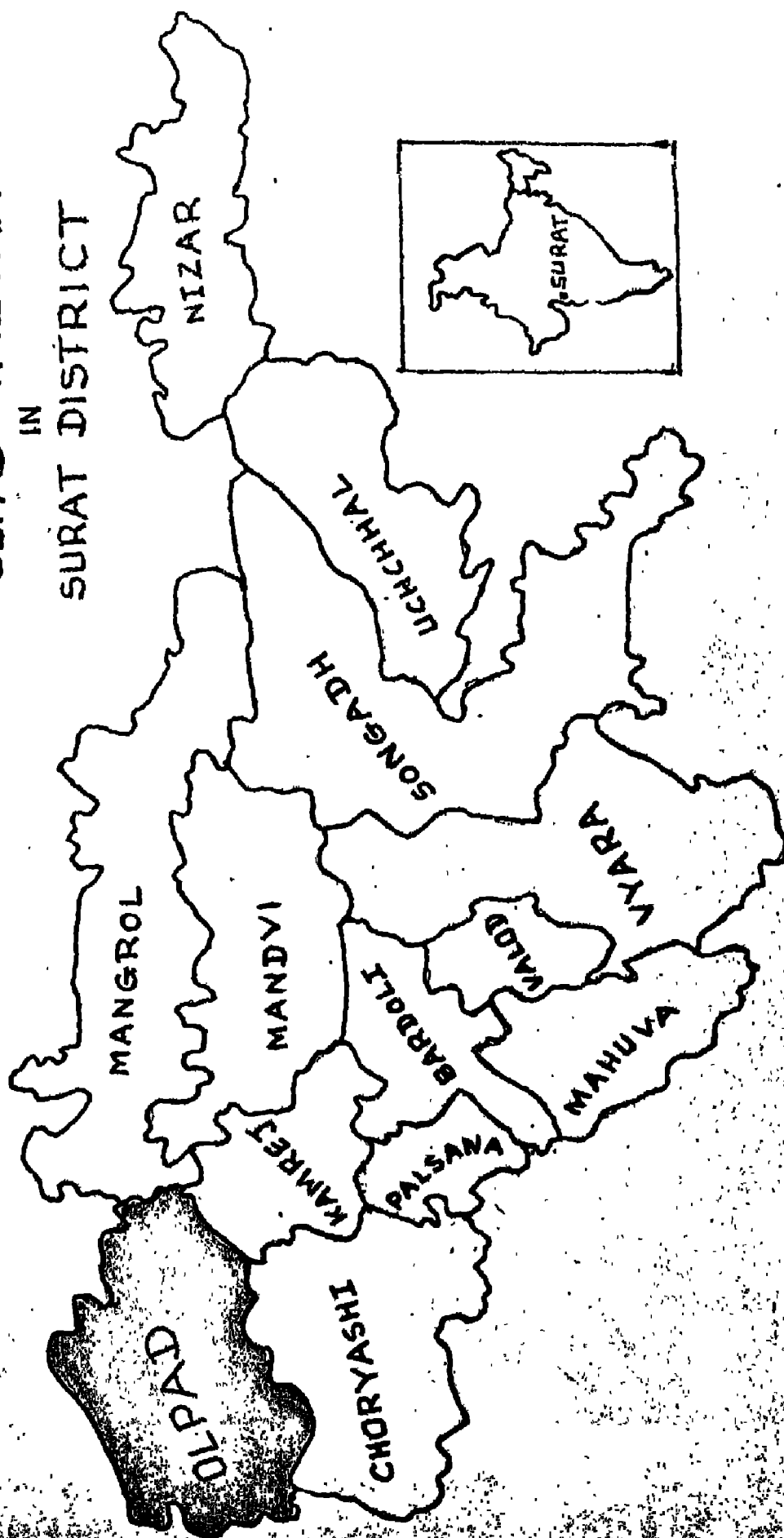
Studying an open system like a village is a complex phenomenon. It warrants development of a multifaceted research strategy. In order to study 'Takarma' the village adopted for the NFE project, a multifacet strategy was evolved which has been described in this chapter. Methodology of village survey regarding educational status, occupational status, economic status and social problems of the village Takarma has been described in the chapter. It also includes a survey of the NFE needs in the area of education, vocation, awareness, health and so on. The chapter deals with the different development programmes implemented in Takarma, in the above-mentioned areas. Efforts were made to optimize utilization of resources available in the referent local community. Contacts were made with Government offices, private practitioners in the area of health and agriculture, voluntary organizations such as Gujarat child welfare, Halpati Seva Sangh, Khet Vikas Mandal, Vedachhi Ashram etc. college of agriculture, retired personnel, bank officers, through correspondence and arranging meeting with them with a view to develop village development programmes.

This chapter also deals with the strategies adopted for programme development and the difficulties faced in the implementation of the programme.



1. OUR VILLAGE : TAKARMA

OLPAD TALUKA
IN
SURAT DISTRICT



SELECTION OF VILLAGE

Process of selection of a village for the proposed project involved a series of meetings of faculty members followed by an extensive planned contact programme under the leadership of Dr. G.B.Shah, Professor and Head, Department of Education, South Gujarat University, Surat; who is also the Honorary Director of the project, Dr. K.V.Sheth, the Co-investigator Co-ordinated this contact programme. Under this programme the Principal Investigator along with the faculty members contacted many community leaders and voluntary agencies and visited quite a few villages suggested by different people. Suggestion for selection of the village Takarma came from quite a few people which was further strengthened by a meeting with Shri Jagjivanram (Das Kaka), Director, Sumul Dairy, Surat. Still to take the final decision meeting with the people of Takarma was essential. Secondly we did not want to enter Takarma as if we were returning to Takarma not as if we were reaching Takarma. Hence public relations programme was initiated and Dr. Sheth sent a large number of letters to community leaders of different castes and sections saying that we wanted to meet them with a purpose to initiate a few activities in the village where in we would like to work with them. This was followed by a series of meetings with the village people mostly in informal sittings. The Director of the project along with the project team participated in these meetings. These meetings gave us a feeling that there is an organisational potential available in this village.

We thought that though there are small interested groups but there is possibility of bringing them together to work for the development of the village as such.

Furthermore the level of awakening in this village is low. The village, geographically, is situated away from town or city and, really represents village setting and provides adequate scope for experimentation. These observations also supported the selection of Takarma for the purpose of the project. Experiences gathered in the meetings cited above were discussed at length in the meeting of faculty members and final decision to select Takarma for the NFE project was taken. After this, a general meeting of the people of Takarma was organised under the Chairmanship of Prof. A.R. Desai, Vice-Chancellor of the South Gujarat University, who takes sincere interest in community based projects, on 2nd October 1978 which was attended by almost all the people of Takarma and the project was inaugurated.

VILLAGE SURVEY

This phase included two programmes: (i) collection of demographic information about the villagers; and (ii) door to door survey to complete the first step two survey blanks were prepared (i) village survey blank which was administered to Talati-cum-Secretary from Gram Panchayat and (ii) village need assessment blank which was administered to village leaders.

DEMOGRAPHIC DATA OF VILLAGE TAKARMA

Takarma belongs to Surat District of Gujarat State. It is 26 k.m. away from Surat (i.e. district place) and 9. k.m. away from Olpad (i.e. Taluka place). According to 1971 census report, the population of the village Takarma was 903 but 737 people were covered under their survey. The whole village has been divided into seven falias viz. Halpativas, (Talao Falia) Kotwala Falia, Brahmin Tekra, Vachala Falia, Harijan Vas, Vad Falia and Desai Falia. There are only two religions i.e. Hindu and Muslim existing in Takarma. The whole population has been distributed among eleven castes. Table-I describes caste wise stratification of Takarma.

TABLE-I

CASTEWISE DISTRIBUTION OF TAKARMA POPULATION

Caste	Population Surveyed		Total	Population according to 1971 census
	Male	Female		
1 Patel	155	157	312	365
2 Anavil Brahmin	20	011	031	043
3 Modi	003	002	005	008
4 Harijan	019	016	035	025
5 Rajput	020	023	043	061
6 Brahmin	004	003	007	004
7 Bania	004	002	006	002
8 Halpati	126	151	277	395
9 Sidhpuriya	003	002	005	—
10 Abiz	005	005	010	—
11 Talpada Koli	001	005	006	—
Total	360	377	737	903

It could be observed from the Table-I that village population has been distributed among eleven castes of different socio-economic and cultural status. Patel and Halpati communities are a dominating one. Knowledge of each community might provide data for development of socio-cultural programmes for different groups.

Educational Institutions in the Village

There is one primary school which is run by Jilla Panchayat, Surat through Taluka Panchayat Olpad. There is one secondary school up to X std. Which is run by a private management. There is no arrangement for pre-primary education in Takarma.

Literacy Status

Out of 737 inhabitants of the village 447 were literate and 290 were illiterate. Table-II presents information about educational level of people who were literate.

TABLE-II
EDUCATIONAL LEVEL OF PEOPLE OF TAKARMA

Educational Level	Total Population	% age
1 Higher education	6	1.34%
2 Secondary education	120	26.85%
3 Primary education	321	71.81%
Total	447	100.00

It is obvious from the Table-II that only 6 persons from Takarma have gone for higher education. It is also observed from door to door contact survey that one girl had completed her post graduation and one boy had completed his B.Sc. course. Remaining 4 persons have not been able to complete the graduation course. Majority of the literate people have completed their primary education and they are equipped with functional literacy and functional numeracy. Secondary school was started during the last decade which affected the number of people reaching secondary stage of education.

Illiteracy in the Village

There were 290 illiterate persons in the village. Table-III shows age wise distribution of illiterate population.

TABLE-III

Age-wise Distribution of Illiterate Population of Takarma

Age group in Years	Total No. of Illiterates	% age
1 to 5	73	25.17%
6 to 14	64	22.07%
15 to 35	65	22.41%
36 and above	88	30.35%
Total	290	100.00

It can be observed from the Table-III that the target of universal compulsory primary education has not been achieved in the village even though there is a primary school which provides free education free books and also free dress to the children coming from B.C. and S.T. Among the literate population more than 50% belong to the age group 15 and above. Out of these about 40% belong to age group 15 to 35, the age which is considered to be optimally productive.

Occupational Survey

The people of Takarma are engaged in eight different occupations. Table-IV presents occupation wise distribution of working population of Takarma.

TABLE-IV

Distribution of working group Population According to Occupation

Popu- la- tion	Occupations									Total
	Agri- cul- tur- ist	Dai- ry man	Ser- vice man	Vege- table gro- wer	Bus- iness man	Dia- mond cul- tur- as	Lab- our- ers	Skill- ed per- son	Un- emp- loy- ed	
	85	69	35	13	6	25	152	3	75	388

It could be observed from the table-IV that the village has agriculture as a major occupation on which big and small farmers as well as landless labourers depend for their livelihood. Almost all the farmers are the members of the cotton co-operative and the sugar co-operative. Cotton, Wheat, Banana, Rice, J^awar and Vegetables are the main crops of the village. The landless labourers could be further classified into two categories viz. Khandeshi (Seasonal, Mobile labourers) and Halpatis (inhabitants or Takarma). There are no small scale industries in the village which would have possibly helped in removing underemployment from the village.

Low percentage of literacy and lack of awakening have possibly pushed the village into a state of non existence. When approached it was felt that the people are not ready to think for alternatives for their own development as well as development of the society.

NFE Needs Survey of the Village

According to 1971 census report there were 141 households in Takarma but the village survey revealed that now there are 132 households in Takarma. Out of 132 families 71 families were randomly selected to collect the information regarding non-formal education needs. They have a desire to change their present occupation but they are not clear about what they would like to go for. Only seven families have suggested their preferences for service (4), diamond cutting (2) and Business (1).

Economic Status

Survey of income reflects the living standard of the people in terms of their economic status. Table-V presents a data about the economic status of the families surveyed.

TABLE-VEconomic Status of Inhabitants of Takarna

No. of Families	Economic Condition				Total
	Above Poverty Line	Marginal Line	Below Poverty line	Not Answered	
Families	31	17	79	5	132

Out of 132 families, 31 families have their per day per head income more than Rs. 2/- i.e. they are living above poverty line. Seventeen (17.00) families have their per day per head income of Rs. 2/- i.e. they are living on marginal line of poverty and seventy nine families have their perday perhead of income less than Rs. 2/- i.e. they are living below poverty line. Five families didn't reply to the question pertaining to income.

Above data reveals that due to limited sources of income, village is economically not very sound. Low income and economic backwardness has been reflected in ownership of occupational instruments such as water pump, tractor, bullock cart etc.

Above mentioned survey in the area of social life, educational life, occupational life and economical life of village reflects different kinds of needs on the basis of which NFE programme can be developed. Other sources of collecting NFE needs were

questionnaire, interview and opinions of the leaders. Following paragraphs describe the felt needs of the villagers. Table-VI presents the need analysis data which were collected through questionnaire used in door to door survey.

TABLE-VI
Data Regarding Different Needs Areas Identified
Through Survey

Kind of Need	Total No. of respondent			Percentage			Total	
	Yes	No	N=132	Yes	No	N=132	No. of families	% of families
1. Economic	61	36	35	46.21	27.27	26.52	132	100%
2. Social	63	25	44	47.72	18.94	33.34	132	100%
3. Cultural	49	23	60	37.12	17.42	45.46	132	100%
4. Education	53	24	55	40.15	18.18	41.67	132	100%
5. Health	49	24	59	37.12	18.18	44.70	132	100%
6. Hygiene	46	26	60	34.84	19.70	45.46	132	100%
7. Vocational	49	26	57	37.12	19.70	43.18	132	100%
8. Recreation	51	24	57	38.64	18.18	43.18	132	100%
9. Agriculture	51	24	57	38.64	18.18	43.18	132	100%
10. Housing	46	24	62	34.84	18.18	46.97	132	100%

It is obvious from the table that the areas in which the people of Takarma wanted improvement have been identified. Highest priority has been given to social which has been followed by economic and education. It was also observed during door to door survey programme that out of 132 families 73 families (54.75%) belong to farm who own their land. 56 families (42.00%) are working on the farm. They are landless labourers. Three families (2.25%) have not mentioned anything about holding of land. Therefore non formal education regarding economic development of the community has been emphasised, at the same time education has also been given due priority for development of the village. This further suggests that people are aware of broad areas in which they needed help through non-formal education.

Planning and Budgeting

TABLE-VII

Awareness Regarding Planning and Budgeting

	Aware of Planning	Not aware of planning	Did not answer	Remark	Total
Number of heads of families	54	16	13	49 Labour- ers	132

Out of 132 persons (who are heads of the family) 54 persons were found to be aware of importance of planning. They do plan for the whole year with regards to crop patterns, investment and not not stop. 16 persons do not attach any importance to planning.

13 persons did not answer to the question regarding planning for investment. According to them it is impossible to fix budgetary investment in Agriculture as the success of Agriculture depends on uncertainties of nature. 49 persons who are labourers were found not to be aware of importance of planning. Further analysis of data warrants that there is a need for organizing awareness programmes or orientation courses for farmers in the area of planning and investment to optimize out-put from agriculture. They may be provided with information about good quality of seeds, insecticides, pesticides, fertilizers, use of fertilizer, quality of soil suitable to particular crop etc. It was also observed that farmers did not have scientific approach. This further warrants that there is a need for attitudinal change among the farmers. This also provides scope for awareness programmes. It could be suggested that for this purpose radio programmes on agriculture may be used and dialogue groups could be organized. People may also be encouraged to visit agriculture farms and exhibitions. At the same time such activities could be organized at block level.

Housing and Sanitation:

Out of 132 families surveyed 113 families were found to own their own house, 17 families had been provided accommodation by Government. Whereas 2 families were found to be living in hired houses. Out of 132 houses (plammas) 121 houses are kachha (built out of mud) and remaining 11 are pakka (Eight brick plammas are built of bricks and three are built of cement concrete) only 2 houses in the village have attached

bathroom and latrine facilities while 74 families have erected temporary bathrooms with bamboos and jute cloth. 54 houses are without bathroom and latrine facilities. For latrine they use open field. Almost all the houses have poor arrangement of light and ventilation. 75 houses have attached stables for buffaloes and cows which cause unhygienic place for living and provide breeding place for flies and mosquitoes. 53 families are keeping hens, goats etc. They live together with the family.

According to 1971 census report there were 142 households, 5 families have migrated to another village in search of job, 2 families are using their house, plants as stables, where as 3 plants are kept vacant.

The villagers are poor at knowledge of hygiene and sanitation. They do not attach any importance to light ventilation and healthy conditions required in a house plan. This suggests that there is an urgent need for conducting courses on hygiene and sanitation as well as house plan planning.

Electrification:

The village has been electrified. All the houses in the village have electricity arrangement. The halpativas huts have not been provided electricity connections but community area has been provided with street lights.

Water supply:

Water supply system has not been introduced in the village. People use water of canal or well for drinking purposes. There is pond water which is used for washing clothes. There is a water tank in village construction. Canal or

well water being used for drinking purpose is not good for the purpose from hygienic point of view.

Staple food:

Wheat, Jawar and rice are the main staple food grain used by the villagers. Vegetables are locally grown and used.

Main crops:

Cotton, Sugarcane, Vegetables like lady's finger, Tuber Banana etc. are the main crops of the village.

Cooperatives:

There are three cooperatives in the village. One is milk cooperative. Milk is collected by two agents and sent to Erthan. There is a vegetable cooperative and a cotton cooperative. The people of Takarna are members of these cooperatives.

Post office and Bank Services:

There is no bank in the village. There is a post office which has small saving scheme. Mahila sahakari bank has started working in the village. Takarna. Smt. Vashumatiben Desai takes care of mini saving scheme.

Road and Transportation:

The village is connected to National high way road by an approach road. It is also connected with nearby villages by kachha roads. Railway station is at about 5 kilometer distance from the village.

Social and religious institutions:

There are no social club such as Bhajan Mandal, Mahila Mandal youth club, Rotary club, Linn club, J.C.'s Club in the village. There is a temple which takes care of Bhajan.

temple. People are not aware of the activities such as eye donation, blood donation, nutritious food distribution to children of under five age.

In fine, people do not get much opportunity to come closer and sit together for cultural or social activities or discuss problems of the village and prepare development plans for the village.

Above information about the village warrants that programmes concerned with banking, education, functioning of cooperative may be developed. Furthermore it was also observed that to make the village more social, institutions like Mahila mandal, farmers club, Bhajan mandal (play centre for children) etc. may be organised at village level which may help in education of women and children as well as in raising awareness in the village about optimal utilisation of different services made available by the government and other agencies.

Educational needs: (a) Extension of school activities:

It has been observed that the village has a secondary school and one primary school. There is no arrangement for pre-primary education in the village. The need survey revealed that Balmandir should be introduced which will not only solve the problem of pre-primary education but also attract women towards educational programmes. Besides this need of night classes for employed youth and guidance facilities for students coming from home with educationally backward families was felt by all the groups covered under need survey. NHE centre may also like to initiate vocational training programmes for employed youth was also felt.

Functional literacy for villagers in general and literacy programmes for people above 35 years of age ^{was} also felt to be needed for the village population. Such a programme, it was felt, might liberate the people in general out of dependency in terms of writing and reading letters, keeping accounts and similar type of day to day work. Respondents also feel that it will be in the interest of the village if arrangements for making information available about different loans such as for purchasing agricultural equipments as well as buffaloes, bullocks etc. Information about rules for setting up cooperations was also needed by the villagers.

(b) Occupational training needed:

As per requirement of the village the respondents felt that short courses in repair of electric appliances, water pumps, tractors for unemployed youth are urgently needed. This might solve the problem of unemployment as well as problems of repair of agricultural requirement. Sewing classes and embroidery classes for women and grown-up girls were also needed, it was felt.

(c) Social needs:

Social awakening has been recognized as one of the important needs by the respondents. It was observed that this could be achieved by establishing a few organisations like old citizens groups, social justice committee, Mahilamandal, farmers' club, mothers' club, child and mother welfare club etc. Such organisations possibly will help in developing more relevant NFE programmes etc.

(d) Health needs:

Poor living condition, lack of pure drinking water, poor sanitary arrangements contribute to poor health standards among the villagers. Lack of knowledge about family planning led to an increased number of children particularly in families of lower socio-economic status. The villagers also needed information about keeping themselves healthy. Health education programmes and programmes concerned with planned parenthood and family welfare, Mother and child welfare would be useful for the village, observed the respondents. Besides this the respondents observed that eye and health check up camps would be useful for the village.

Programme Development in Takarma:

The needs survey of the village Takarma provided essential data for taking decision regarding programmes which could be initiated in the village. The survey provided data for programmes for clients of different age group as well as for both the academic and skill oriented programmes. Table given below presents an our view of programmes which could be useful for the people of Takarma.

TABLE-VIII

Different possible Need Based programmes required by the village

Sr. No.	Age Group	Sex		Education	Programme area	
		F	M		Economic Development	Social
1.	3-5			1. Balwadi	X	1. Medical check up
2.	6-14			1. Play centre		2. Distribution of medicine
				2. Night class	X	1. Medical check up
				3. Home visit supervision	X	2. Distribution of medicine

Sr. No.	Age Group	Sex		Education	Programme area	
		F	M		Economic Development	Social
3.	15-45			1. Literacy class 2. Child rearing practices 3. Child care, nutrition, child health	1. Sewing class 2. Embroidary class 3. Best out of waste 4. Small saving scheme 5. Preparation of detergent soap powder 6. Farming 7. Cottage industry 8. Dairy co-operative	1. Mahila club 2. Mother and child welfare club 3. Planned parent hood 4. Celebration of festivals 5. General health and Eye check up programme
4.	15-45			1. Adult education. 2. Course for repair of electrical appliances 3. Course for decision making 4. Teachers' training programme for Eye check up programme 5. Vocational guidance 6. Course for tractor, pump, motor repair	1. Searching out funding agencies for getting the villager's loan 2. Diamond cutting training 3. Cottage industry 4. Small scale industry 5. Tailoring 6. Formation of Co-operatives	1. Farming club 2. Yuvak Mandal 3. Bhajan Mandal 4. Celebration of festivals 5. General health and Eye check up programme
5.	46 and above			1. Literacy classes	—	1. Old citizen club

Sr. No.	Group	Sex		Education	Programme area	
		F	M		Economic Development	Social

46 and
above

2. Psychological solution to the problems of generation gap among the family member.

3. Reading of religious books

2. General Health and eye check up programme

Medical check up campus

The needs survey also reflected that organisation of medical campus for general health check up and eye check up for all the age groups needed to be planned. Arrangement for vaccination of B.C.G; triple vaccination for the children of age below five years was required. Distribution of folic acid tablets to the anemic children, vitamin A solution to all the children might be useful. Alternative arrangement for providing pure water for drinking purposes was also needed ^{to} ~~to be made the respondents~~ observed.

It is also observed from the table VIII that the village development programme includes all the age group. It includes educational, economic and social activities for the total development of the village. It also includes health activities. Activities were planned according to the need of the different groups existing in the village. This strategy goes in line with the operational definition of NFE, i.e. Non Formal Education is education by objectives.

In order to develop a village development plan on the basis of data gathered through needs survey a village development committee

was formed . It consisted of community leaders, community members and research faculty from the department of education, South Gujarat University, Surat. This committee discussed the results of the survey and decided about the order of priority of the programmes to be taken. At this stage an integrated approach was used and an attempt was made to develop minimum needs programmes. At the same time an inventory of the resources to be needed for implementing the programmes was prepared and research faculty was entrusted with the responsibility of contacting different agencies for participation. In order to implement the contact programmes letters were written to seventeen agencies whose list is given in the appendix and quite a few were contacted on phone to take appointment for personal interview. Response from all the concerns was encouraging. During these interviews the research team made the agencies concerned familiar with the concept of NFE with special reference to village development to establish a common pedagogy of communication. These contact programmes included meetings with Taluka Development Officers, a few doctors, a few banks, cooperatives, persons connected with industry and so on. Discussions were made with reference to the needs of the village.

The Head Master of the secondary school and the head mistress of the primary school confused the concept of NFE with that of adult education. A series of meetings were held with them because their institutions are the main educational resources of the villages.

TABLE - IX

School building and equipment facilities available at schools of Takarma

School	Type of building		No. of rooms	Provision for			Education- al equip- ment	Sani- tation	Drink- ing water
	Rented	Own		Labo- rate- ry	D.R. Dra- wing room	T.R. Tea- chers' room			
Primary School	—	✓	05	x	x	x	x		x
Secondary school	✓	—	13						*

* Arrangement has been made to get water from Surat.

The secondary school is well equiped as far as building and equipments are concerned whereas primary school is very poor in all these respects. There is a difficulty in getting pure drinking water for the students. Special arrangement for bringing drinking water from Surat has been made. Milk cooperative of village provides drinking water to the school from Surat.

TABLE - X

Data regarding Teachers and boys in the schools of Takarma in the Session 1978-79.

School	No. of Teachers	No. of students total			Remarks
		Girls	Boys	Total	
Primary	8	111	114	225	—
Secondary	9	117	145	262	Only 22 students helped the project
Total ..	17	228	259	487	

It is obvious from the table X that there are seventeen teachers and 487 students in these two schools. Out of these students 262 are of 12th age. Teachers were contacted independently to get their cooperation in the proposed programme but no one came forward. The Headmasters of both the schools readily agreed to provide co-operation and they also encouraged students to participate in the project. The result was that twenty two students from the secondary school volunteered to work. The heads of both the schools also agree to help the project by (way of) giving equipments, library facilities, teaching aids on loan from time to time. The secondary school head master also stated during discussions that very few students from primary school come to secondary school.

Commitment of village:

TABLE-XI

N-132

Data about commitment of village for contribution of NFE programme

Peoples Involvement in NFE in terms of	Percentage			Total
	Positive 1	Negative 2	Neutral 3	
1. Economic	34.5	65.5	—	100.1
2. Nonpower	58.5	41.5	—	100.0
3. Management	66.0	34.0	—	100.0
4. Diffusion of ideas	75.0	25.0	—	100.0

An attempt was made to have an idea about commitment on the part of the people of the village with regards of the contribution they would like to make to the proposed programme. 74.5% of the respondents expressed to provide financial help

whereas 58.5% of them observed that they would like to contribute in terms of manpower. 66% and 75% of the respondents expressed that they would like to contribute to Management and diffusion of ideas respectively. This data further revealed that the respondents had a positive attitude towards the proposed programme of NFE.

Impact of health workers on the village:

An attempt was made to collect data about the impact of Government health workers working in the rural area at Takarna. Data regarding the opinion of the respondents regarding this has been given in the table XII.

TABLE-XII

Impact of Government health workers on the villagers

Item	Impact responses in percentage			Total
	Positive	Negative	Neutral	
	1	2	3	
1. Multipurpose worker	89.39	6.82	3.79	100
2. Family planning worker	19.69	21.97	58.34	100
3. Family planning programme	17.42	46.97	35.61	100

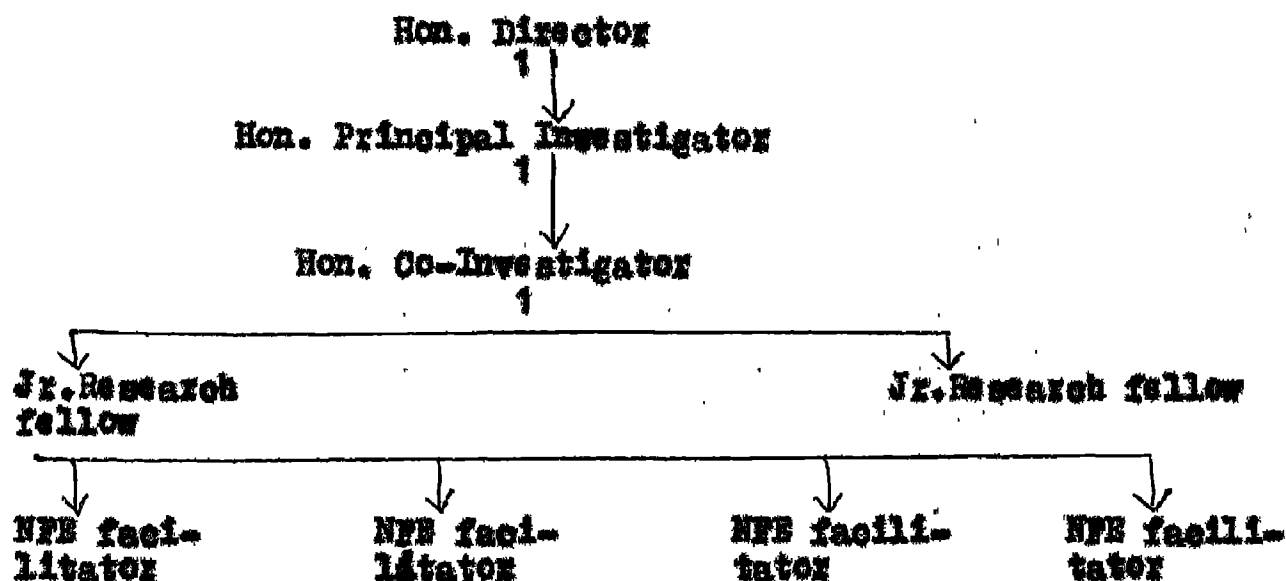
It could be observed from the above table that the multipurpose worker had a good impact on the village population whereas the family planning worker had very little impact on the village which further been supported by the fact that family planning programme could receive as little as 17.42% acceptance from the village. Another important thing which could be noted here is that 58.34% of respondents were neutral about the

impact of family planning worker which may be due to lack of knowledge about the worker's role. But it could be inferred from this data that the village level workers need to be encouraged and their services need to be optimally utilized for the village.

IMPLEMENTATION OF THE PROJECT

The structural lay out of the project have been given in the Figure below:

Administrative structure for management of NFE Project



For the pilot phase of the project a grant of rupees twenty thousand was given by the H.C.B.R.T., New Delhi. This included salaries of two Junior Research Fellows for one year honorarium to NFE facilitators, travel and secretarial services, contingencies and materials aids.

at

Implementation of programmes *at* village level:

The NFE Project was initiated with door to door contact programmes followed by Mohalla/Ottala meetings. Meetings were also held in groups as well as on an individual level in order to identify the real needs and assigning priorities to them. In almost all such meetings need for establishing Balwadi was emerged first.

Balwadi: An attempt towards pre-primary education:

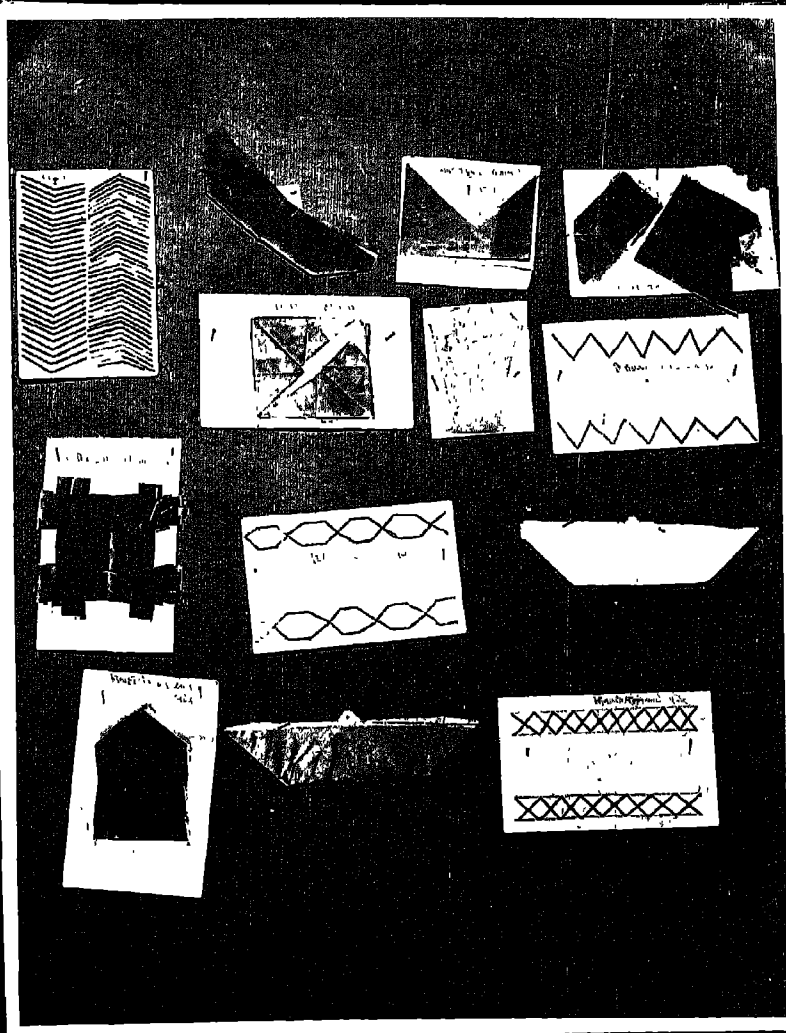
Door to Door survey made it clear that it was not possible to get a Montessori trained teacher in the village. In this ~~stake~~ situation the research fellow attached to the project visited Balwadies and recorded few nursery songs, action songs, nursery rhymes, stories and games. She herself ran the balwadi for fifteen days. During this period one of the NFE facilitators worked with her to prepare herself for this assignment. Every afternoon there used to be a discussion session between the NFE facilitator and research fellow. Thus training through participation technique was used to prepare personnel for the Balwadi. Besides this the NFE facilitator was sent to visit a few pre primary schools in actions in Surat district to enrich her experience and to prepare herself for conducting the Balwadi for the village children. Now there was a problem of obtaining resources for running Balwadi.



CHILDREN WITH BALISEVIANS AT BAWADI

2.

EXPRESSION OF CREATIVITY BY CHILDREN



Resourceest

A meeting with the parents of the children was held at Takarma. It was decided that Rs. five per child per month should be contributed to the Balwadi by the parents of each child to meet its expenses. The parents also agreed to provide "Nasta" once in a month for all the children who were registered with the Balwadi. The parents also agreed to provide mats for sitting and toys for the children. Research fellow along with the NFE facilitator used to meet the mothers frequently in order to educate them about the weak and strong points of their children and also how to prepare low cost nutritious nasta from the locally available food grains. This helped in involving women in the NFE project. The mothers were tempted to visit Balwadi frequently and started discussing problems of women with the project staff. These discussions resulted into women club.

In this village the women do the work of selling milk. An attempt was made to collect milk for children going to Balwadi once every week. But the attempt failed. This may be because of the fact that the sense of donation for the community has not been so strong on the part of the women. Though there were three houses which were falling vacant but the owners refused to give even for running Balwadi. Then two women came forward and offered their accommodation to run Balwadi. Thus Balwadi was initiated.

Malpati community also expressed demand for Balwadi for their children. As they are the poorest ^{and unskilled group} of the society and earn their bread by going on daily wages. During the day they are always away from children and children are alone at their houses.

The halpatis agreed to contribute some token money for the Balwadi and provide accommodation for the same. Miss Ananya Sheth, one of the research fellows on the project, who has long experience of social work took keen interest in establishing an independent Balwadi for this community and initiated action for implementing the same.

A communication was also sent to Taluka Panchayat, Halpati seva sangh and shree. Allubhai shah (eminent social worker), District Development Officer and Gujarat Balkalyan sangh requesting them to help the Rural Balwadi by providing financial grant. Smt. Annapurna Mehta, Govindbhai Bhakt and Shree Vinayakbhai Pandya who are connected with the training of Balwadi workers were contacted for conducting the training programme for more number of Balwadi workers who readily agreed to help in this venture.

Implementation of project:

Two Balwadies were started at Takrna, one for general population and the other for the wards of Halpatis. The first was started in January-79 whereas the second was started in February 79. Enrolment began at the meeting of parents which discussed benefits of Balwadi, decided about rules and regulations and also about financial burden of the same. The curriculum was developed by the NFE facilitator with the help of research fellow. An attempt was also made to involve mothers in this programme. The programme included nursery songs, action songs, indoor and outdoor games. The children were given games and exercises to develop healthy habits, learning tasks

were designed to foster creativity among the children.

Besides this, literacy and numeracy were also components of this programme. Educating the mothers through Balwadi was another aspect of this programme.

Programme evaluation:

Table XIII and XIV present data regarding attendance at both the Balwadis

TABLE - XIII

Monthly average attendances of children at village Balwadi

Month	Total enrolment	Drop out	New enrolment	Average attendance	percentage of attendance
January 79	35	-	-	30	85.71%
February 79	30	5	-	17	56.67%
March 79	20	10	-	17	85.00%
April 79	20	-	-	09	45.00%

TABLE - XIV

Monthly average attendances of children at Halpati Balwadi

Month	Total enrolment	Drop out	New enrolment	Average attendance	percentage
February 79	40	-	-	25.66	64.15%
March 79	38	2	-	27.00	71.05%
April 79	34	4	-	32.08	94.47%

A comparison of table XIII and XIV revealed that Halpaties (Poorest section of the society) were more interested in their children's education as compared to the general population of the village. Children were punctual and regular

in attending Balwadi. Balwadi became centre of attraction not only for kids but also for mother and grown up girls. Parents took keen interest in this activity. Another thing which is obvious from the table is that drop out rate was very low and it was comparatively lower in Halpati Balwadi. An attempt was made to know the reason. It was observed that because the young girl responsible for running Balwadi for general community was not friendly with the children and could not give affection to the children. Hence children dropped from the programme. Again she could not develop variety programme for the children. A lady of 45 years of age was responsible for running Halpati Balwadi. She could give motherly treatment and warmth of love to children. Hence drop-out rate was comparatively possibly low.

Modification in the programmes

Mothers' group was a regular feature of the programme. These meetings helped in developing programmes for Balwadi. Health check up programme, vaccination, distribution of vitamin A and iron tablets to the children were introduced as a part of the Balwadi activities in addition to educational activities. Mothers were educated by participatory and dialogue method in modern practices for child rearing, nutrition, child development, child health, child psychology, mother and child welfare etc., through regular weekly meetings of NFE programmes. Mothers from Halpati community suggested that during their absence there was nobody at home to look after their children so activities

such as day care centre, play centre etc. would be helpful in the development of their children. They also suggested that for them mothers' group be organized during night because during day they were busy with work.

NFE Centre:

Data gathered through door to door survey programmes provided data for locating the school drop outs and others who required arrangements for non-formal education.

(a) Enrolment procedure:

The list of the school drop outs was prepared with the help of teachers of the concerned school. After compilation of the list the parents and children were contacted in person. And thus list was finalised for the night class to be initiated.

(b) Resources:

Essential materials like slates, slate pencils, books etc. were purchased and a few material, book, equipments were gathered from primary school as well as secondary school showed willingness to offer their services as volunteers. State Institute of Education, Ahmedabad was also contacted to collect literature for NFE classes produced by them. They supplied about 200 copies of the literacy books produced by them. Gujarat Vidyapeeth was contacted to procure a few copies of ^{Praudh} pradh vanhamala part-1 and part-2 and a few copies of teachers' hand books. Trustees of the Mahadev temple were contacted in order to seek their permission to run night class in Mahadev temple premises.



NEW YORK CITY OF SCHOOL TOWN

(c) Training of volunteers and Facilitators:

To begin with a few talks by project Director, Principal investigator, co-investigator, research fellows and community leaders were arranged to motivate the students who were ready to offer their service for the project. They were trained for conducting survey work, community contact programmes. They participated in implementing these programmes. They were also given some basic training in methodology and techniques of conducting NFE classes. A girl who is working as the village post-master was requested to work as NFE facilitator and given training for running NFE centre through participatory approach. The volunteers were attached to the centre to help the NFE facilitator in conducting literacy work in the village.

(d) Execution of NFE centre:

NFE centre was established at Mahadev Temple for school drop outs. One NFE facilitator was appointed to conduct this centre. Participants were taught varied subjects like history geography, science, civics, functional literacy sums on addition, subtraction, multiplication and division (was also taught). Reading of news papers and conducting library became a regular programme of the centre. Attempts were made to help them in continuing their education. Reading of auto-biography of greatmen like Mahatma Gandhi, Lincoln etc. were organised among them. This helped in keeping motivation alive on the part of the participants.

(c) Programme evaluation:

Table-XV presents the average monthly attendance of the participants in the night classes.

TABLE-XV

Monthly average attendance of participants in night class

Month	Total enrol- ment	Drop out	New addition	Average attendance	% age
Nov. 78	34	-	-	14.3	35.75
Dec. 78	34	-	-	09.73	28.62
Janu. 79	62	-	28	45.50	75.00
Feb. 79	62	-	-	24.83	40.05
March 79	35	27	-	20.27	57.91
April 79	35	-	-	24.00	68.57

It is observed from the Table-XV that "night class" became popular among the school dropouts slowly. The classes were conducted by high school students during the months of November and December 1978, might be this was responsible for low attendance in these months. The maximum number of participants got enrolled during the month of January, 79. Possibly this was the result of efforts put in by the research fellow. During this month class was conducted by herself. It was also observed that during the month of March 79 when the centre was left to the NFE facilitator 27 participants dropped out the NFE programme. When discussed with the participants it was found that the programme lacked in variety of programmes as well as the same were not related to real needs. Secondly they also told that classes were conducted in open air hence

because of severe cold children were unable to attend the classes even though they desired to do so. A staggering of electricity twice a week converted the whole village in complete dark pond. Due to lack^{ck} of alternative light arrangement they were not in a position to be regular in attending classes. These classes also affected perception regarding education of their wards on the part of the parents. The parents on and often expressed their desire of sending their wards to good schools. Parents complained about the partial attitude on the part of teachers towards the children coming from different families. This also affected enrolment of children in primary school. The children were found to be interested in Bhajans, drawing, enacting plays, role plays, mimicry, Garbas and other creative areas. During this programme it was also observed that for entertainment the children used to play cards as well as gambling. Their language more often used to be abusive. This reflected lack of cultural development on their part. This observation further warranted modification of NFE programme to bridge this gap and help the children in getting rid of the bad habit of gambling.

Modification of the programme:

The research fellow had a meeting with the parents of the students enrolled for the night classes in order to get suggestions from them to make night classes more useful and productive. The children were also allowed to attend the meeting. They suggested that time of the night class should be changed i.e. instead of 8.00 p.m. it should start at

7.00 p.m. and end by 9.00 p.m. Recreational activities should be introduced in NFE centre programmes. They should also be provided with medical help whenever they were sick. These observations were discussed in details at meeting of project team and decision was taken that NFE programme should be modified according to the needs of the clients. Following activities were added to NFE programme in addition to the night classes.

1. Play centre as a recreation centre:

The research fellow during their stay at Takarn she and the NFE facilitator started visiting Halpativas every day evening to play with the children. Cow boys would return from their job in the evening by six o'clock. The research fellow would collect them and made them to play many new games such as blind fold Kho-kho, Dhanal Dhoka, Sattali, Mini Mini, and other social games. She used to tell them story of freedom fight etc. The national song, patriotic songs and bhajans were also taught.

This was a new experience for the parents and the children. They felt excited. The research fellows utilized the opportunity and initiated awareness raising programme, the evidences and experiences which illiterates are facing in their day to day life, their hardships, duties and rights in a democratic country like India, equal opportunities for development and National programmes like adult education, population education, planned parenthood etc. About 100 children used to attend this play centre regularly.

2. Entertainment programmes:

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It was decided that Monday would be reserved for entertainment programmes. It would be organized by Yuvak Mandal and Bhajan Mandal. This was announced to the citizens of Takarna. Every body from the village used to wait eagerly for this programme. Children were given subjects to play whatever absurd they come across during day to day life, their social customs bad or good etc. This programme was proved useful in lessening the quarrels, highlighting social evils, making conscious of exploitation, unwanted social customs etc. The Children made use of locally available resources for making stage and make up for different roles. People from other community also started visiting Halpativas. Thus Halpativas became a community centre.

As a result of this effort the patel community became aware of the need for betterment of Halpativas. In order to collect funds they decided to arrange for a picture run in the village and collected Rs. 2000 for Halpativas. It was observed that the children and the parents got attracted towards formal education, provided the school, provided such creative activities. To help this poorest rural community contact was made with secretary Halpatti Seva Sangh, Bardoli, Shree Ailubhai Shah Valod, Shree Vasantiben Shah Madhi to provide facilities of education to the children of Halpatties. Gujarat Balkalyan Sangh, Ahmedabad adopted this community for implementing child education and other welfare schemes for the children during the International year for children. All of them reacted positively.

Health check-up programmes:

Due to unhygienic living condition and unhealthy habits, health standards of the people in the village are poor the children were suffering of conjunctivitis, anemic conditions and worms. At the same time the people of the village had no faith in Government health workers and success of health.

A meeting of mothers was conducted by the research fellows to discuss children's health, and availability of Government health services. Importance of vaccination, vitamin A distribution nutrition and other child welfare projects were discussed. The mothers complained that after vaccination, primary health centres staff did not turn up in past to see what was happening to the cases vaccinated. They had a bitter experience of polio vaccination. One child was given polio dose and the very next day the child was affected by polio. This incident wiped out trust in Government health services on the part of villagers. The research fellows conducted frequent meetings with the community to build confidence in such programmes. One of the research fellows had a back-ground of working with projects concerned with community health. This helped in creating a supporting environment. Diseases like conjunctivitis can be treated by the community health worker. She told this to the people and also added that community health worker is provided with an eye ointment. The people were also not happy with the after vaccination care taken by the village health workers. The research fellow again had some group meetings with mothers and convinced people that she herself would take care of this.

Names of children for vaccination were enrolled. Letters were written to ^a sarpanch, Head masters of the primary and secondary school and community leaders stating the programme of vaccination and health check up programme. In this programme more emphasis was on precaution and health education. For dissemination information about the programme "on the move" programme was organized which also helped in developing environment for the NFE programme as such.

Resources:

Medical health centre personnel were contacted through correspondence and in person. The proposed programme of health check up and vaccination was discussed in detail with them. It was made clear that we wanted the programme be educative as well as medical aid to the village people. During the discussion it was found that primary health centre staff were also facing difficulties in convincing the people for family planning and vaccination programmes. When the proposal was put by the project team to the medical personnel they felt that their problem is solved and agreed to co-operate fully in implementation of the programme. A meeting of health workers was conducted at PHC. The principal investigator addressed this meeting and explained the details of the programme.

Training to NFE facilitators:

They were given an orientation course in recording height, weight, chest measurement and filling in other forms. This helped in developing a communication. A pedagogy was required for implementation of medical check up health education

programmes in the village. NFE health education programmes in the village. NFE facilitators were oriented in medical terminology for.

Programme implementation:

PHG team of doctors and village level health workers came to Takarma and conducted the scheduled programme. Venue for the programme was primary school. Project team also participated in this programme. Hundred students from the primary school and forty people from the community were thoroughly examined. Health check up programme was followed by group discussion wherein the doctors discussed how to maintain good health, importance of healthy habits of personal cleanliness, food and nutrition etc. Besides this, they gave special advice to those who were examined in the programme.

Furthermore B.C.G. vaccination was applied to nineteen children. Out of these nineteen children seven children were found anemic. The NFE facilitator was made responsible for supplying tablets of folic acid every day to these children. Four children were found to be suffering of worms, their parents were asked to take them to primary health centre in order to get medicines. All the children were provided with the vitamin A solution. The NFE facilitator spent a few settings with PHG staff to get herself trained in first aid and preliminary treatment such as applying eye ointment during conjunctivitis.

Eye check up programme:

In general health check up the doctor found that a few patients were suffering from conjunctivitis. They advised to invite an eye specialist for eye check up. Doctor Modi from Barab, ...



5. TAKING CARE OF EYE

an eye specialist and surgeon was requested to spare his his services for Takarma for the said work. He agreed and conducted eye check up programme twice. Age wise data regarding the eye check up programme have been given in the table XVI.

TABLE-XVI

Age wise distribution of population covered in Eye check up programme

Age group	Total No. of beneficiaries
76-80	1
71-75	2
66-70	6
61-65	5
56-60	5
51-55	3
46-50	3
41-45	3
36-40	9
31-35	7
26-30	5
21-25	1
16-20	31
11-15	207
06-10	021
01-05	002
Total	311

TABLE-XVII

Sexwise distribution of population covered in Eye check up programme

Sex	Total No. of beneficiaries
Male	136
Female	145
Total	281

TABLE - XVIII

Caste wise distribution of population covered in eye check up programmes

Caste	Total No. of beneficiaries
Patel	174
Desai	009
Rajput	063
Harijan	010
Ahir	003
Muslim	006
Jain	001
Brahmin	004
Kumbhar	002
Bania	002
Goswami	004
Tailor	003
Lad	002
Modi	004
Halpati	019
Caste not mentioned	005
Total	311

It is observed from the Tables XVI, XVII, XVIII that people irrespective of age, sex and caste participated in eye check-up programmes enthusiastically. This reflects consciousness about health of eye on the part of the villagers. Doctor Modi at the end of eye check-up also conducted a dialogue on "How to keep your eye healthy". Seven persons were found to be suffering from cataract who were in need of immediate operation failing which there were all chances for them to become blind.

Eye check up programme was followed by a contact programme to collect financial support for the patients. Because the patients belonged to Halpati community. The contact programme brought encouraging results. The doctors agreed to do the operations free of cost. The families on the fields of whom these patients were working as labourers agreed to support them financially during operation and the rest time required for success of operation. All the arrangements with the doctors were made but at the eleventh hour the patients refused to go for operation. Thus the programme failed. Project team tried to investigate into reasons but could not get any significant answer. One observation was made by the project team that most of the villagers are in the habit of purchasing glasses from hawkers without getting their eyes examined. This indicates lack of scientific knowledge as well as information about how to keep eyes healthy on the part of villagers. These also indicated a need for arrangement for health education programme for the villagers.

Training programme for teacher in vision testing:

A few teachers from primary as well as secondary school (ten teachers) were trained by the doctor for vision testing. The doctor delivered a talk on different kinds of diseases, their preliminary symptoms, preventive and curative measures, and if not prevented during the early stages, how all diseases can lead to total incurable permanent blindness. An exhibition



TEACHERS GETTING TRAINED IN VISION
TESTING



of health chart was organized to explain the diseases. He also demonstrated the "vision testing". The teachers were asked to do practicals for vision testing. The head masters of both the schools witnessed the eye check up programme and they agreed to take up the responsibility of follow-up programme with the help of the teachers who were trained for the purpose.

NFE as supplementary mode of formal education:

During discussions on problems related to education it was observed that performance of school going children in examination was poor. These children used to attend some tuition class for getting through the examination. Parents came out with the demand that their wards may be helped in this respect. The project team designed "home work supervision" programme and implemented the same with the help for children but also involving parents in this educational programme to develop supportive perception on their part. This gave another opportunity to the project team to infect answers in the people of Takarma.

Home work supervision:

During the month of January 79 this activity was initiated. Students were enrolled to the programme by one of the NFE facilitators 100 students of standards V to X were enrolled. They were divided in to different groups. Bright students were made the group leaders who took the responsibility of helping the group members. Thus peer group method of teaching was used as a methodology. The students were attending home work supervision thrice a week.

It was observed that this programme helped the school going students a lot. The students learnt that they could help each other and by doing this, they could solve their problems. This exercise boosted their moral. It helped them in systematizing their work. Educational guidance was also introduced at this stage and a few lectures were delivered by the coinvestigator to the students. It is believed that "peer tutoring" could help in enriching class room climate and might also help in solving problems of drop out or problems related to wastage and stagnation which is highest at the primary level.

Embroidery class:

During the discussion with Headmasters of both the schools about making school education more relevant it was observed that they felt that some activities which could be useful to girls in their future life may be initiated. Subjects which emerged included nutrition, cooking, sewing, embroidery, batik and rural art which might prove useful. These points were then discussed in dialogue groups and priority was given to sewing and embroidery. One of the research fellows who was expert at embroidery and rural art accepted the responsibility of conducting embroidery and rural art activities at the village. Smt. Shofi Poonawala, Kum. Aruna Bilgi were also contacted in order to enrich the proposed programme.

Thus after designing the programme enrolment campaign was introduced with the help of the school teachers and the NRE facilitators. Seventy girls from the secondary and ten girls from the primary school along with four women from the village

TV

"GIRLS" AT HISTORICAL



got themselves enrolled in the programme. Embroidery^b classes^c were conducted twice a week. Samples prepared by the girls were exhibited in the village. This created an atmosphere in the village and motivated ladies and grown up girls to learn such arts. This also created another opportunity for the project staff to educate women and girls.

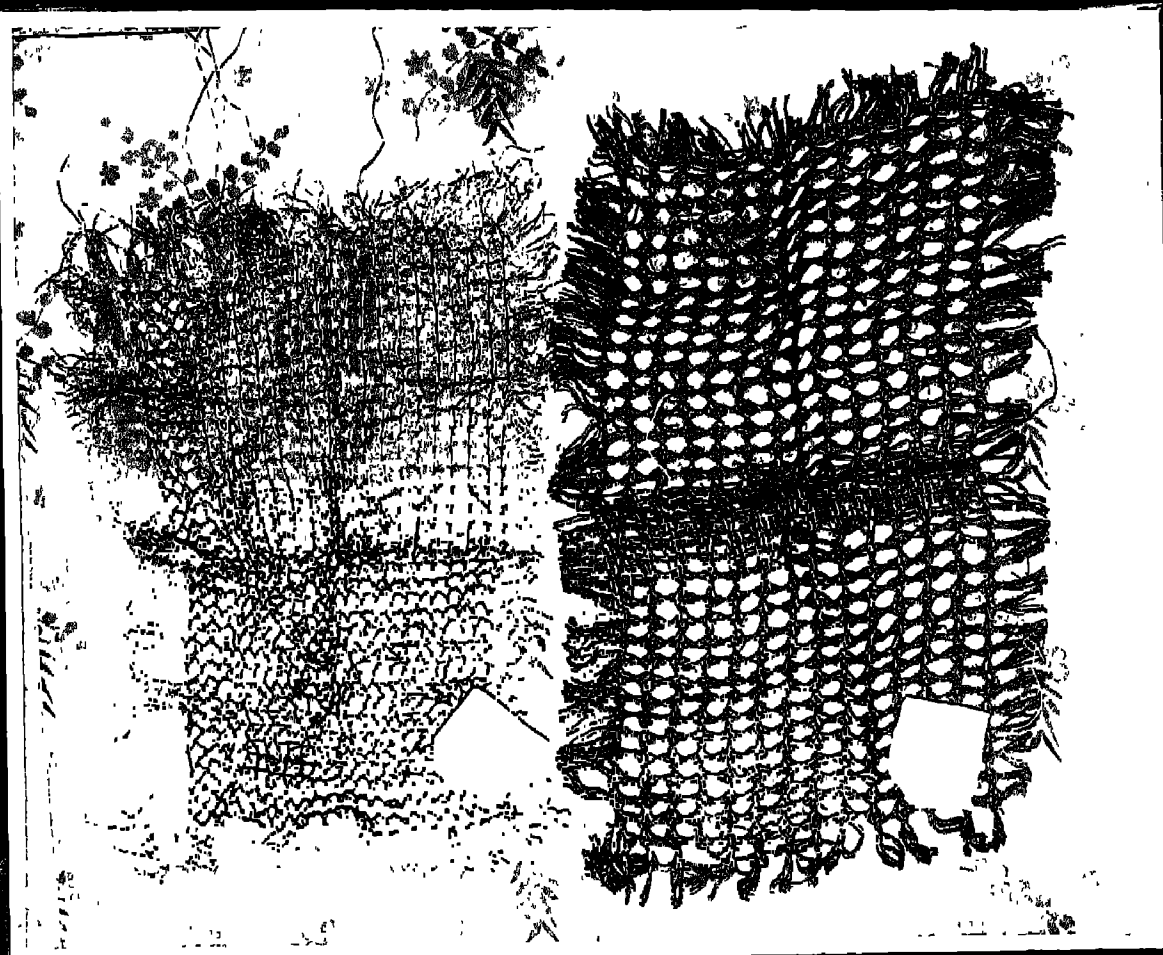
Sewing class

When door to door contact and Mohalla^a contact was going on there was a demand from women that sewing classes be introduced in NFY programme for them because there were only two lady tailors in the village who charged very high for stitching the ladies' garments. Table-XIX describes the age wise distribution of women and girls who wanted to learn sewing.

TABLE-XIX

Enrolment of village women in sewing class

Age group	Total No. of beneficiaries
35 - 40	1
30 - 34	5
25 - 29	3
20-24	1
15 - 19	3
Total	13



PRODUCTS OF NEE

Besides this, seventy girls from high school also enrolled their name for sewing class. Now there was a need of an expert hand who can conduct tailoring classes. A lady tailor was contacted. She demanded Rs. 150/- per month for conducting an hour session of tailoring class per day. There was no provision for the same in the project budget. So the same could not be implemented. But the project team tried to mobilise government support. TDO at Olpad was contacted and an application was submitted to him for sanctioning sewing class for Takarma.

Thus the programmes which emerged during the NFE project particularly in the area of education and closely tied with the needs identified by the people of Takarma included Balwadi, night NFE centres, play centre, cultural programmes, Health education and medical check-up, Home work supervision and peer Tutoring, embroidery classes, sewing classes and so on.

Occupational Education (Agriculture):

It has already been mentioned that majority of the people in this village are doing agriculture. Only a few are working with government or semi government agencies or involved in diamond cutting business. A survey of agricultural facilities available in the village was made and data have been presented in the table XX.

TABLE-XX**Facilities available for developing Agriculture as an occupation**

Facilities	No. of families stating their positions			Total families
	Yes	No.	Not mentioned	
1. Bullock Cart	52.00	52.00	28.00	132.00
% age	39.39%	39.39%	21.21%	100.00%
2. Tractor	09.00	92.00	31.00	132.00
% age	06.31%	69.70%	23.49%	100.00%
3. Pump	33.00	80.00	19.00	132.00
% age	25.00%	60.61%	14.39%	100.00%
4. Well	44.00	56.00	32.00	132.00
% age	33.33%	42.43%	24.24%	100.00%
5. Irrigation	74.00	34.00	24.00	132.00
% age	56.06%	25.76%	18.18%	100.00%

It could be observed that a small number of families had adequate facilities for agriculture. Co-operative's typical strategies, agriculture could have helped to certain extent but it is not popular. There is lot of uncultivated land lying vacant in the village. In some cases it may be because of cases pending in the courts. It was a good case to examine and help the farmers to become aware of the real problems and think for alternative solutions. A series of dialogue groups were conducted to diagnose the situation and stimulate people to come out with real problems and their problem solution. Small farmers observed that they did not know how to get loan for purchasing farming equipments. They also observed that they were not provided with

pesticides and insecticides from cotton cooperatives. Besides this they are not fully equipped with basic information about controlling the diseases specially which harm cotton plant. Thus the problem the farmers were facing was two fold i.e. economic and educational. Co-operatives do celebrate the farmers' day but all farmers do not get an opportunity to attend the ~~farm~~ function. Only their representatives attend these functions. Working of cotton cooperative and milk cooperative has created a feeling among the poor that these cooperatives are not meant for the poor.

When the project was on, the farmers were facing a problem of "Lashkari" a larva which caused damage to the cotton crop. Few farmers tried to control larva but they could not succeed. People were in need of scientific knowledge to control "Lashkari" Dr. C.T. Patel who is cotton specialist was contacted. He readily accepted the invitation to meet the farmers and demonstrate the techniques to control "Lashkari". He had written two books on cotton which he gave free of charge for the use of the farmers. Mr. Rajubhai Jantrani at Surushi Vasahat Bardoli who has a lot of experience of farming was also contacted. The problem of moisture in the soil and uncultivated land was discussed with him. He suggested paddy salt cultivation. He also suggested one agency from India and the other from Philippines to get seeds for paddy salt cultivation. Gramasvak was also contacted.

He complained that people didn't have trust in his knowledge so he was helpless to help the farmers.

Programme:

A full day programme at Takarma for educating the farmers was thought of where campus director, experts and technicians would stay at Takarma. They would organize a film show on the cultivation of wheat, sugarcane^{etc.}. An exhibition of farm equipment, seeds fertilizers, insecticides and pesticides was also to be organized. Then there will be a seminar on farming and current problems related to crop diseases.

Enrolment for seminar:

The research fellow contacted leading farmers from Takarma. Explaining the whole programme she requested them to enroll the names of those farmers who will be interested in such programme. Farmers from the neighbouring villages were also contacted. Agriculture officer at Taluka place was contacted and requested to request the Gramsevakas to enroll the names of farmers as well as women for the course. President of cotton cooperative was contacted to suggest their members to participate in the programme actively. Meanwhile Grampanchayat election was declared so people became busy with election. The result was that the farmers were not interested in seminar hence none of them enrolled for the seminar. Hence this programme could not be implemented. But as a result of awareness the contact programme the newly formed panchayat of Takarma accepted the proposal and passed a resolution to finance such

Other programmes:

Besides this the village development committee which consisted of 40 member, met and discussed to initiate some programmes for education and economic programmes for development of the village. Courses for repair of tractor, scooter, pump and electric appliances was thought of to be conducted. About forty persons were enrolled for this course. Mr. Dhanukhbhai Shah from Surat was contacted to conduct the classes. He came to conduct the classes but the clients did not turn-up to attend the classes hence this programme could not be materialised. The project team tried to find out the reasons. It was observed that big farmers were not interested in the programme because of the fact that they did not want to help small farmers to come up.

Another programme was thought out for training of house wives in human nutrition, modern practices of cattle rearing, cross breeding, farming and developing cooperatives. This course was decided after discussing the problems with the campus Director, College of Agriculture, Navsari and T.D.O., Olpad. Both these agencies agreed to finance the course and provide expertise needed. The condition of the Agriculture College that there should be atleast 40 candidates was not possible to be fulfilled if only Takarna was to be involved. Therefore other nearby villages were contacted. Still the enrolment did not come up to 40. The reason was that the dates given by the college did not suit to the participants because of marriage

season. Secondly the participant women were not ready to be away from their family for three days because they were not in a position to make alternative arrangements for milking cows and buffaloes etc. Therefore the programme could not be implemented. But this exercise created an awareness among the people about the services available from the college of Agriculture and Taluka Panchayat.

Another attempt in the direction of economic development of the village was made by providing information to people of Takarma about the facilities for Training in Diamond cutting at Katargam (Surat) and in cottage industries at the Diamond Jubilee Institute, Baroda for cottage Industry. Khadi Gramodhyog was also contacted and information about small scale industries obtained from them was disseminated among the people of Takarma through dialogue groups and individual contact programme. Khadi Gramodhyog was ready to conduct a course in spinning for the people of Takarma provided that fifty people could be enrolled and also accommodation for the programme is provided by the village. Both these conditions could not be satisfied because so many people were not interested in Ambar Charkha and also the accommodation required for conducting a training programme for 50 villagers. Besides this, the big farmers were not ready to encourage the Halpatias and labourers to learn spinning on Ambar Charkha because they had a fear of losing labourers.

It has already been said that this village is suffering from under employment and unemployment which has resulted into lower standards of living. Halpatias and others who worked as labourers were mainly affected of the two distress cited above.

These people when contacted said that they were being exploited because of illiteracy and because they did not have resources to stand on their own. Secondly, they were also not getting benefits of loan schemes. It was told that their masters were getting all the benefits of loan schemes in the name of Halpaties and labourers. During the contact programme it was also found that once the Halpaties and labourers had established a labour organization which would supply labour force to the agriculturalists. But it could not function for long and was dismantled due to pressures exercised by big farmers on a section of the members of the organization. These people had also initiated small saving scheme with the idea that they would like to establish their own cooperative which also could not confine because of indirect interference from the main community of the village.

These experiences had affected the moral of economically backward community adversely. Still the project team took initiative to install confidence among them. Officers from Mahila Sahkari Bank, Surat were invited to Takarna and meetings were held. They conducted some talks and familiarised the people of Takarna with the mini-saving scheme. Awareness about cooperative establishment was also injected. They were told that without having cooperative they could get benefits of loan and subsidised schemes which were essential for their economic development. 'Sumul' people were also contacted to enroll these people in the cooperative but this could not

Happen because of the feeling on the part of the members of big cooperatives that if people from low economic strata were enrolled they might loose their power. This further reflects that it is not that people cannot develop economically but the fact is that the people who exploit the poor do not want and allow the poor people to become economically strong.

Balwadi provided opportunity for frequent meetings of Mahila clubs. These meetings gave rise to a feeling among women that they involved themselves in some activity which could add to the income of the family. Detergent powder was one of the activities which was introduced first Kum. Ananya Sheth, one of the research fellows on the project demonstrated the process of detergent powder making. Now quite a few families are making use of their knowledge. Project of papad, masala and pickle preparation were also discussed in details. Quite a few ladies came forward to initiate this activity in the form of a women's cooperative. Mahila cooperative at Olpad was also contacted in this context. Small saving scheme was also introduced. 40 women were benefited by small saving scheme. 60 women enrolled themselves for the proposed cooperative Venture. But, all this happened towards the end of the pilot phase of the project hence follow up could not be taken up. This created an atmosphere of self confidence among the women of the village that they could also participate in the economic well being of the family.

As it is obvious from the discussions in the previous pages that there were no infra structures for organizing social and cultural activities for the people of the village, people killed their time by unproductive gossiping. It was observed



10.

LEARNING TO PREPARE WASHING POWDER



that old group people feel that there was no activity in which they could have participated. During informal meetings at the time of consciousness raising groups the research team felt that people would like to participate in the reading of Ramayana, Mahabharat and such religious books. Miss Sheth, one of the research fellows took initiative and started devoting her after noon time in reading Ramayan for old age groups but she also tried to relate it with different age groups in order to fill the generation gap. People from different age groups participated in this activity enthusiastically. Besides this, it was observed that the concept of national days was not developed among the village people. Hence the project team took initiative to celebrate 26th January and 15th August function in the village and discussed their importance in the national life to make the people aware of national festivals. Furthermore, festivals like 2nd October, Navratra, Dashara, Makar Sankranti, Ganesha Chaturthi etc. were celebrated and these occasions were used to install consciousness among the people about constitution of great people like Gandhiji as well as our cultural heritage. This led to a sort of reorganization among people for celebrating festivals at village level. Different mandals and clubs started taking interest in these activities. It was also thought that they could be part of educational programme for out of school people. Secondly such programmes could provide opportunity to people to sit together, remove their differences if they existed and also organized themselves.

Consciousness raising programme:

Consciousness raising was one of the major programmes of the NFE project initiated at Takazma. This programme was initiated through door to door contact programme and further strengthened through dialogue groups and moballa meetings. First major aim of the programme was to make the village move and stimulate thinking on the part of the people of Takazma about the forces they were working under. Radio Vision programmes, Flash cards, stories, news paper reading, incidents related to day-to-day life as well as socio politico economic life of the country were used as core materials of the consciousness raising programmes. The NFE facilitators or members of the project team used to help the group in discussing their problems. It was insisted upon that the leadership responsibility of the dialogue group be entrusted to one of the members of the group. These groups were conducted in Halpativas and the village separately. Generally the themes were not selected but emerged out of dialogues and then the members of the project team helped the people to concentrate on them. It was found that the Halpatias and small farmers were conscious of the exploitation they were put to but they have not been able to come out of it. In the beginning it was observed that these people have lost confidence in themselves and their ability to encounter their problems, specially financial.

To begin with, consciousness raising programmes covered problems related to perception of education on the part of the people of Takazma. These programmes had two major objectives, one attracting people towards adult and non formal education



9. MOHALIA MEETING IN ACTION

programmes and second developing positive attitude towards education of children. Halpatias were motivated towards adult education but they were feeling shy in attending the NFE classes at grown up ages. Another important observation was that once a bond of trust was established they started participating in the programmes enthusiastically. These programmes helped in establishing the NFE centre in Halpativas which functioned successfully. Details about this centre have been reported elsewhere

During consciousness raising programmes special attention was given to economic, political and social problems. An attempt was made to develop a mood of feeling among the people, specially, from equal partners of democracy. During the dialogue many new problems emerged most of which were related to psychological aspect of these oppressed people. It could be observed in the dialogue groups that these people were living in an oppressed democracy which was dominated by elite and administrative bureaucracy often they used to observe that ~~was~~ where is democracy even if there is democracy it is not for them.

This suggests that there is an urgent need for setting up consciousness raising groups, may be with the help of mass ~~was~~ media, in all such communities which are living politically and psychologically depressed life. Without their liberation we should not hope for their participation in governance of the state as well as contribution on their part to national development.

It was also observed that education technology can help a bit in making these programmes more ~~is~~ effective. Emphasis should be on participation on the part of people in organization

of such programmes. It was also observed that specialists from outside religious leaders and social workers from outside the village could be successfully used for conducting such programmes. Local problems provided better themes than national problems. Health hazards could also provide content for consciousness raising about certain social problems and problems concerned with standards of living. It was also observed that for economic development it was essential to move these people from the position of object to subject specially with reference to their political and social status.

Besides this it was observed that these oppressed people did not have courage to approach different government agencies concerned with public service for example Taluka Development Officer, Co-operative, Banks Police Station etc. They felt that because they are from low economic strata, these officers will not help them. It is a general feeling among all such communities. The result is that they can not get the benefits of various developmental schemes. Loan was one of the themes which frequently emerged during these group discussions and help in developing concept of cooperative as well as acquaintance with the process of decision making for taking loan, contacting people and organisations concerned. During this process they became aware of importance of 'organisation' in life and how they can organise themselves. As a result of consciousness raising exercises the Halpaties started contacting TDO and other officers independently.

The other results of consciousness raising programme included continuous thinking about problem of drinking water, sanitation, economic development of the village as well as how Halpatis could be helped to come up. Villagers also started thinking that for own wells. They also felt that the village can attempt to solve its problem by contacting the agencies concerned with village development which they have not been doing so far. At the same time now they were convinced that it was essential that if they wanted to solve the problems they would have to initiate action then they could approach other agencies for help. They can not and should not depend totally on government. People were acquainted with procedures of different organizations specially concerned with village development.

Difficulties and Failures:

The project was submitted for a period of three years but sanction was issued by N.C.E.R.T. only for pilot try out with a grant of rupees 20000/- only.

This situation created very much constraints under which the project team had to work. The major constraint was of manpower. If one peeps back into objectives one will find that four different tasks had to be initiated simultaneously. These tasks included (i) review and depth study of conceptual literature; (ii) designing a systems model and its try out; (iii) developing a battery of evaluation tools; & (iv) developing a model non-formal education centre to study teaching learning approaches. Because of financial constraints required manpower could not be employed and the result was that all these activities could not

be initiated simultaneously which further indicates that for all these activities adequate time could not be given, activities like "News-paper without paper" Planned parent hood, Road safety, Training in organization, Leadership Training, Learning to construct a Latrine, Diamond cutting, improved farm tools etc. etc. could not be implemented. Besides this, due to lack of manpower and finances, varieties of learning packages could not be developed which is basic for maintaining flexibility in non-formal education.

Working under the constraints of time, manpower and financial resources the project could achieve objectives one two and three to a great extent but objectives four and five could not be achieved upto the satisfactions on the part of the project team. Analysis of efforts made, activities initiated and achievement made have been reported in the preceeding pages. During this phase the research team gathered a lot of experience which are worth to be mentioned here. The first thing which persons interested in doing projects in the area of non-formal education should keep in mind is that the community based projects are different from laboratory based experimental studies particularly from the view point of exercising laboratory control over various intervening variables. Though it may not be impossible but it is highly difficult to control even a single variable in the community based projects even if the same is attempted it requires a lot of time which cannot be estimated in advance. Secondly NFE project warrants that the H.Q.s of the project team be shifted to the village in which the project is

being conducted. This will not only help in successful implementation of the project but also provide opportunity to gather important data about socio-psychological changes taking place in the community. Because of time constraint in this project the primers developed for adult education were used. It was found that this literature does not work. Strategies and literature for conducting literacy classes have to be changed which could not be done in this project because of the lack of manpower. It was observed that 'Radiovision' programme works effectively for consciousness raising as well as education of adults. It helps in comprehension as well as in sustaining attendance in the classes. We could not develop variations of 'Radiovision' programmes and multimedia packages because of lack of manpower and time factor. NFE requires coordination of different agencies government, semi-government, voluntary, commercial working in different fields. This demands not only coordination but follow-up which further demands for manpower and time. During this project such attempts were made but could not achieve the objective because by the time contacts were established the project had to be concluded. "Dialogue" as a method of instruction has been found effective for both conducting NFE classes as well as conducting consciousness raising groups.

Health Education and medical service could be used for initiating such community based projects successfully. Door to door survey not only helps in identifying the real needs but also works as an effective teaching strategy and consciousness

raising technique. Establishing of different forms like farmers club, Mahilamandal, Youth club, and dialogue groups works successfully as infrastructures for implementation of the project. Economic programmes occupy second place after health which attract NFE clients.

Halpaties and other economically back-ward communities want to improve their conditions but they are afraid of other major segment of the society. Their first need is self confidence in the word of Paulo Friere they need to be moved from the position of object to the position of subject. In such communities emphasis should be on consciousness raising programme. Other programmes should encourage out of it.

The systems model developed here needs to be tried out on an adequate sample which could be done in the final phase.

On the basis of this experience it could be said that such projects if approved, should be approved for full proposed period. In case of such projects pilot phase may not be necessary because they are of developmental nature. Activities emerge with the development of the project and also the concept takes shape.

In this case though the project team used to visit the village frequently but only one research fellow could be spared to stay in the village for longer spells of time. It could be observed that during her stay in the village activities caught momentum. To organize women activities like "Balwadi" or women cooperative could be effective channels for initiating organization among the women. Involvement of local leaders and religious leaders from the stage of planning was found useful.

In fine it could be said that this project has contributed a systems model which could be used for planning and implementing NFE programmes the report also provides good background for review of literature. The tools developed for evaluation is another contribution of the project field experiences regarding implementation of the NFE project in Takarma could provide useful information for the future researchers. Depth study of Teaching-Learning strategies with special reference to NFE needs to be taken. Characteristics of NFE facilitators is another area which warrants research problems.

Extension of project:

An attempt was made to extend this project to other village. For this purpose another village Umra was selected. Door to door survey of the village was done and non-formal education centre was established with the aim that this village could be one of the villages to be covered under this project in its final phase. Details of the survey have been given in the other report in "Gujarati". Besides this, possibilities for extension of the project to a group of villages have been examined, contacts with other villages have been made, initial survey of two more villages Hathar and Bharthana have been done. There are quite a few villages in the surrounding area of this university which could be taken up in the final phase of the project.

CHAPTER-VIII

DEVELOPING A SYSTEMS MODEL FOR PLANNING AND IMPLEMENTING NFE

First requirement of system specialist for planning for reordering of the existing system or planning a new system is the detailed information about the system that exists. Many different types of data are needed. The quality and objectivity of the data collected and the form in which they are presented to decision-makers will deeply influence the systematic planning. Appropriate and adequate data make possible continuing reformation of sensible objectives and clear deliberation on the best means of achieving them. In case of planning Non-formal education system, following basic data are needed:

- 1) Enrolment figures for all levels of education.
- 2) Percentage of drop-outs and repeaters at all levels.
- 3) Percentage of school-age population not receiving any education.
- 4) Number of qualified teachers available in that community.
- 5) Number of educated persons and skill specialists available in the community.
- 6) Professional training facilities available.

- 7) Inventory of school buildings and buildings that could be used for educational purpose in the community, instructional materials, equipments, estimation of utilisation rate.
- 8) Budgets available and budgetary constraints.
- 9) Adult (or continuing) education facilities and estimated participation.
- 10) Adult literacy figures and information about each illiterate.
- 11) Vocational training statistics.
- 12) Shortage of skilled manpower in the economy.

Besides this, the statistics, if they are to be useful in planning, must include enough information on the past and the future (projections for five to ten years ahead) to reflect population trends, village to city mobility and changing economic and social requirements comprehensive data collection tends to highlight all kinds of things that previously had been overlooked. Attempt may also be made at identifying the results of the educational system.

Resources, their allocation and use are central to educational system planning. When planning a new educational system, make sure of adequate resources. These resources could be categorised under 1) money. 2) programmed materials.

3) manpower and 4) equipment/buildings. All are essential in the right amounts of the right quality for the right period of time ahead if a new system is to succeed. It demands programme budgeting, which relates expenditure directly to objectives, and which groups manpower, equipment, and buildings into functional programmes.

After completing the evaluative survey of the village which has been reported in the preceding chapter a few committees were formed to design different components of the systems model. The committee emerged out of dialogues and discussions at different levels. The main committees included 1) project committee, 2) village development committee, 3) Mahila Mandal, 4) Old citizens group, 5) Bhajan Mandal, 6) Education committee, 7) Farmer's club and 8) Youth Club. The project committee met with different committees and held a series of meetings with them. In the initial stage these meetings aimed at stimulating participation on the part of local leaders and enlightened persons in the programme. Village development committee was the major committee of all these sector committees which included representatives from all walks of life. The project committee worked as expertise "think tank" and all the time concentrated on getting maximum out of the local educative potential. To initiate the model development exercise we adopted the systems models for planning nonformal education developed by Sharma (1977) which was discussed in

greater details at committee meets. In all the meetings the project committee members used to be always there to provide guidance and information. Each such meeting was followed by group work. These groups were designated as dialogue groups. Each dialogue group included members from the project committee and representatives from relevant sub-committees. In all the cases village development committee was represented at such meetings.

Initial planning model had 97 sub systems of nine major subsystems. Debugging took place by discussions and narrations and the resultant model which constitutes nine major subsystems has been reported in the preceding paragraphs.

DEVELOPING A MODEL FOR PLANNING NON-FORMAL EDUCATION: A SYSTEMS APPROACH

Development of different sub-systems of the model.

1. Developing NFE Programme

This is the first of the nine sub-systems where planning begins. Flow chart of this sub-system is given in Figure 1.0. It is supportive to the other 7 systems as a base point of administration, policy and regulatory procedures. As the planner cycles through the model this sub-system will become more explicit. The more the planner 'cycles' through the model the

more specific and predictive he will become. The (1.1) identifies national, state and district plan sub-system which is offered at this point to enable planners to determine national, state and district procedures. Guidelines are prepared and published. Guidelines given at national, state and district level are stored because local plan can not be contrary to these guidelines. Hence such guidelines may be stored in a folder marked (1.1). After completing the work of guide line preparation tool for door to door survey should be developed in which all the questions are included which cover the demographic information, village development needs and family needs of the villagers. Thus information collected by door to door survey (1.2) should be made baseline data to develop a village plan.

Local planner's first self directed activity occurs in the (1.3), which develops local plan sub-system. The first event in the sequence should be that the local director with the consultation of project team must (1.31) develop planning Team Approach taking representatives from all major groups and develop the planning model in a narrative form. This model may be stored in (1.32). Design Local Plan functions. This narrative model is reviewed in (1.33). Review Local plan by an advisory group and project team and the results may be forwarded to (1.4) for approval and inclusion in the master plan. Any information from further effort or recycling of the model is stored for future use by local, district, state or

national official.

In review, in the light of (1.1), the careful compilation of all local plans and the co-ordination of all these plans into a district wise %/ master plan is suggested. Such a plan could be a feedback to the local level and this closed submission review cycle permits maximum communication and development of realistic planning goals.

Local planners should take care in defining the roles and tasks in the (1.31). Developing planning Team Approach, careful selection of people at this stage will help the total planning as well as follow-up. The group initiated discussion with eighteen subsystems of this system and finally accepted seven to design this system.

The few points which may cause break down of planning continuum which emerged during discussions could be as follows. First, when explicit directions are not provided to planners. Second, a clear delineation of planning task is not made. Third a review pattern is not developed. Fourth, there is a time lag in communication. Besides this, when there is no adequate staff and the co-ordinator is necessarily part time such a course of action leads to an incomplete and inadequate planning.

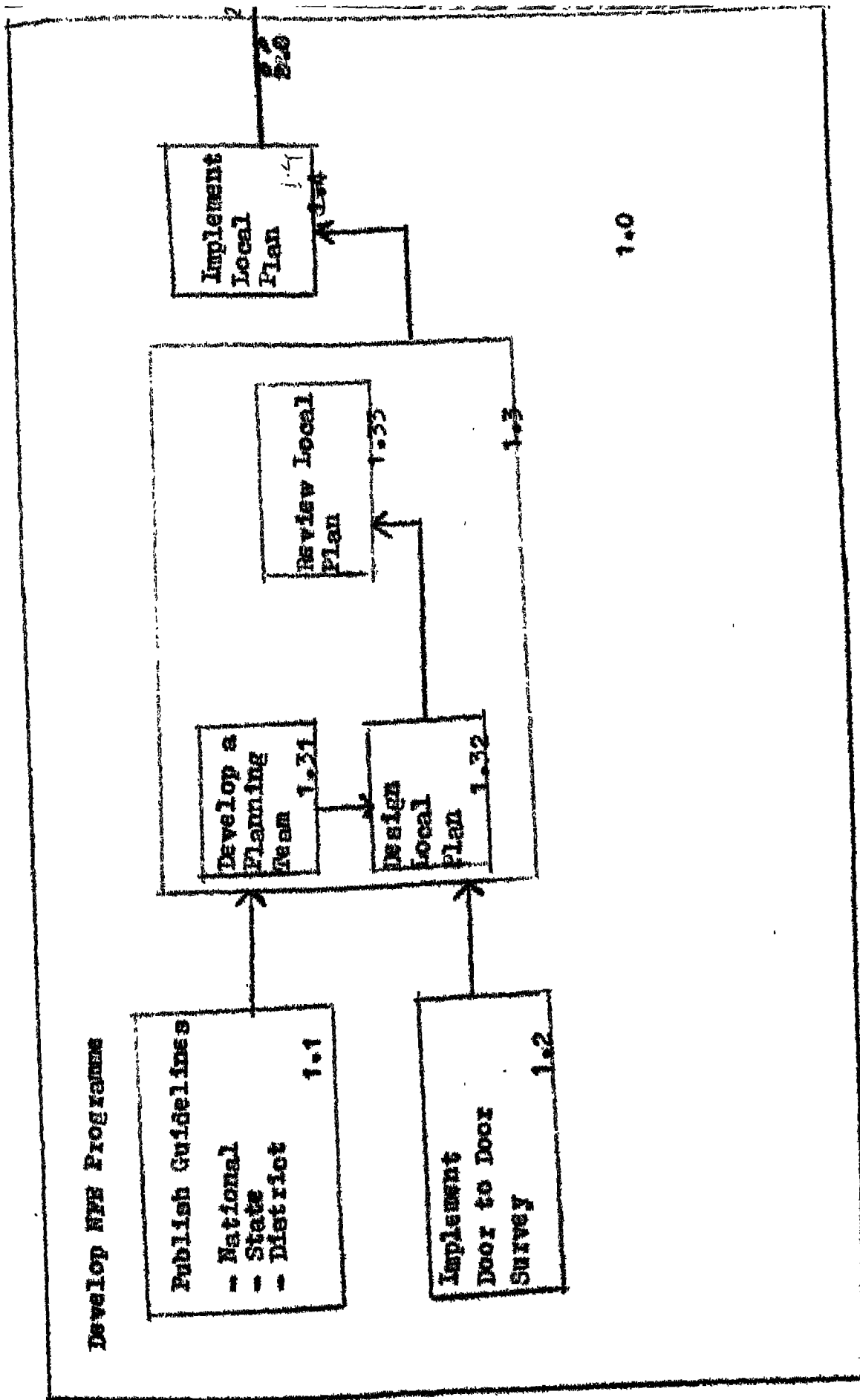


Fig. 1.0

2. Quantify Operating Parameters

A complete and accurate information in this subsystem is essential. This subsystem may have to be recycled several times before the planner is convinced he has adequate information. Basically the task in this subsystem is to acquire quantifiable data for the purpose of making - supportable and justifiable decisions. Lack of such data may cause inaccurate, inefficient and ineffective decisions thereby crippling the whole plan. This subsystem enables budgeting justification. Figure 2.0 presents the flow chart of this subsystem.

The (2.1) Identify Learner population subsystem is designed to indicate the need for determining potential learners or target populations. All potential learners are identified through the use of census, previous enrolments, the data acquired from other local sources, door to door survey, door to door contact etc. After the learner population has been reported, the budget can be computed through the appropriate funding formula and stored in (2.2) Establish budget. Budget adjustments along local levels need to be identified here. Adjustments will consider such things as local donations, use of volunteer help, outside resources including manpower and district/state funds. For example class cost may be reduced by availability of free teachers, cost of materials may be reduced

by free materials from some organization or obtaining teaching aids on loan from local schools.

In (2.3) Determining Resources, much to the success of a local programme can be predicted. Cost-Free location, local talents, and community resources may allow to extend programme budget (2.32) identify community Resources will have budgetary effects. In (2.32) Identify community resources every effort must be made to identify personnel, fiscal, and physical resources, such as free space, business and industry resources, religious, social and civic groups, and governmental agencies that may have an input in your programme. In (2.31) Facilities and Equipment are identified and recorded. Not only are present facilities and equipment inventoried but potential aid from (2.32) Identify community resources should be identified. (2.33) Establish staff requirements require the planner to identify his staff needs.

Now the planner is ready for (2.4) to evaluate and modify parameters. Evaluation and modification of parameters is subject to examination of data acquired in the total subsystem. Any decision made here not only affects the budget but all of the subsystems in (2.3) Determining Resources. Besides this to summarize the discussion of the (2.6) Quantify operating parameter subsystem, every possible effort must be made to get

FIG 2-0

2.0

3.0

2.3

2.4

2.33

2.31

2.32

2.2

2.1

1.0

QUANTITY OF PACKING
PARAMETERS

QUANTITY OF PACKING
PARAMETERS

IDENTIFY
LEARNER
POPULATION
NUMBER NO
POOR TO SURVIVE
DATA

ESTABLISH
NUMBER

IDENTIFY
POPULATION
NO
ESTABLISH
NO LOCAL
LEVEL

ESTABLISH
STAFF
REQUIREMENTS

ESTABLISH
STAFF
REQUIREMENTS

IDENTIFY
POPULATION
NO

information that can be quantified by numbers, money, time and the like. In this case the group started discussing seven subsystems of this system and finally accepted all the components to formulate this system.

3. Identifying Programme Needs

This system warrants that planner should accurately discover the various needs which will determine system and planning a ^{ia}vaibility. Details of this subsystem have been shown in figure 3.0. An important filter of needs is the programme parameters identified in (2.0). There may be a need for a course in car/driving, but if there is a small number of teachers (motor driving) and an NFE policy prohibiting this activity, then satisfying such a need is not realistic. Need identification requires a survey of the universe of the participants as well as determining his own specific needs. Such an input is provided by (3.1), (3.2) and (3.3).

Teachers (3.2) are most likely to be able to reflect the needs of a learner because of their training and contact with students. Students (3.1) would be able to ~~x~~ tell about their immediate needs and needs of their fellow citizens in the community. Community representatives (3.3) would be able to give their assessment towards total needs of the community.

All of the needs identified in these three subsystems are fed into (3.4) for preparing a detailed need inventory. Following the preparation of inventory the planner is required to select and rank order (3.5) the needs which the programme will seek to alleviate.

In (3.6) to formulate programme objectives the planner is required to establish direction to his programme in terms of objectives. Hence he prepares management objectives and translates needs into educational objectives. These objectives are also used to direct the activities of other sub-systems and serve as evaluation standards.

In (3.1) select sample group the planner should select a group of clients representative of the population he will serve. Be sure to get a proportionate cross-section of the population by using learners with varying cultural, religious, social and economic back ground.

In (3.4) needs inventory may be prepared with the help of a written oral questionnaire (3.2). Teacher's need Assessment should provide data about teacher's ^{ex}preception of learner needs. In (3.5) select and rank order needs all the identified selected needs may be ranked in terms of high to low priorities. A high NNE priority need would be literacy

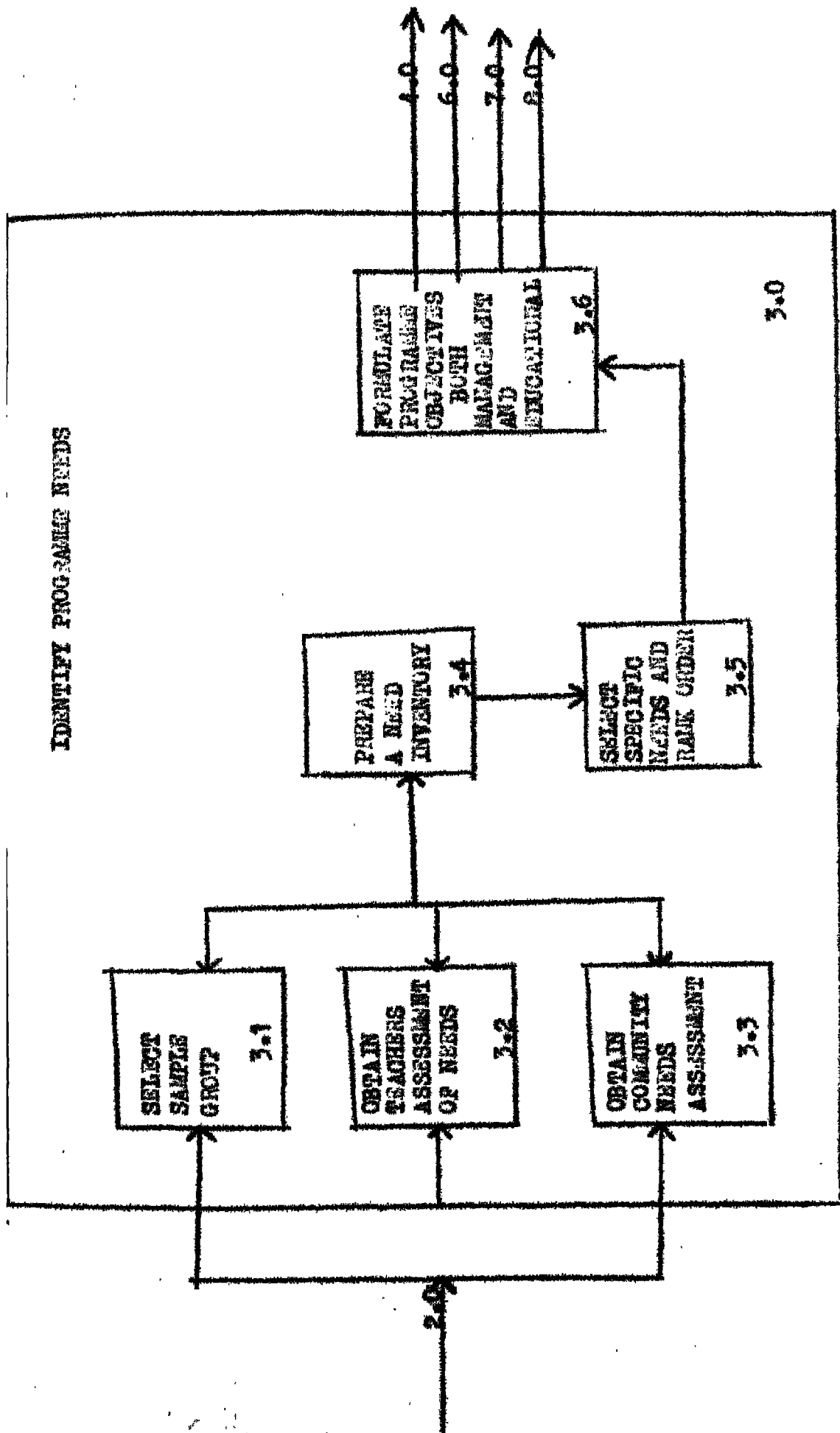


FIG: 3.0

classes. While a low priority item would be music appreciation class. In the beginning the group began with the original six sub-systems and finally accepted all the six components which continued the original sub-system.

MBO (Management by Objectives) approach can be employed fruitfully and effectively to (3.6) formulate programme objectives. In any case, the planner needs to establish objectives that can be communicated to his staff or co-workers.

4. Promote Programme

The sequence of functions in this system is important, for it allows sequential planning and concerted efforts. The entire (4.0) promote programme sub-system is concerned with publicizing a programme and student recruitment. The concomitant fact of recruitment is always retention whereas retention is dependent upon good teaching. Flow chart given in figure 4.0 represents the constituent components of this system.

The (3.6) programme objectives set on the basis of identified needs are fed into (4.1) develop Educational Goals, since they all determine the thrust of the efforts in programme promotion, (4.1) also requires the listing of goals in terms of those to be stressed. For example, information goals could be that every teacher will make door to door contacts every day

for four consecutive weeks. Other goal could be all campaign efforts will begin two months before classes (4.2) produce information system and strategies requires the planner to define tasks of each role incumbent and identify members with talent necessary to produce usable materials for all people within the programme. (It is necessary for all NFE education). It is necessary for all NFE education programme planners to make minimum use of staff in producing materials.

(4.3) contact group may include those concerned with business, industry and agriculture (4.31), social groups (4.32), religious groups (4.33), civic groups (4.34), government agency (4.35), and educational organization/system (4.30). The object of contacting all these groups is two fold, first, is to make your programme known, and second, is to sell the service of your programme. Perhaps the most important of all the functions in the (4.36) sub-system is (4.4) to contact individuals and communicate, Door to Door. Experiences in the field strongly indicate that (4.4) contacts at individual level and communicate door to door is the single most effective way to promote^e the programme, recruit new learners^{ys}, and reinvolve old learners, the more effective planners have a well-organized face to face programme and usually acquire first time students most efficiently. Communicate door to door remains as the single most effective recruitment and promotional process available to the planner. It is also the most difficult technique

to employ. Another system may have teams of participants and teachers making door to door contact after the neighbourhood has been informed (through the other systems) of these future visits (4.4) data are sent to (4.5) Follow-up inquiries sub-system. This sub-system requires the planner to indicate the manner by which inquiries will be handled. The entire effort of the preceding sub-systems was to produce resources and participants for the programme. Unless these inquiries are followed up in carefully organized method, all efforts will have been fruitless. (4.6) Evaluate campaign is the last function within the entire (4.0) sub-system. It requires an investigation of all promotion activities to determine the effectiveness of the efforts. Effective techniques need to be identified and stored for subsequent use. In the end, the planner must be encouraged to perform the (4.0) promote programme task several times during the year. In fact, more staff and local talent are available, it may be necessary to continuously recycle various sub-systems within (4.0) promote programme. The group started with an inventory of the original twelve sub-systems which could constitute this system. The final analysis resulted into the selection of the thirteen component systems as has been shown in the figure 5.0.

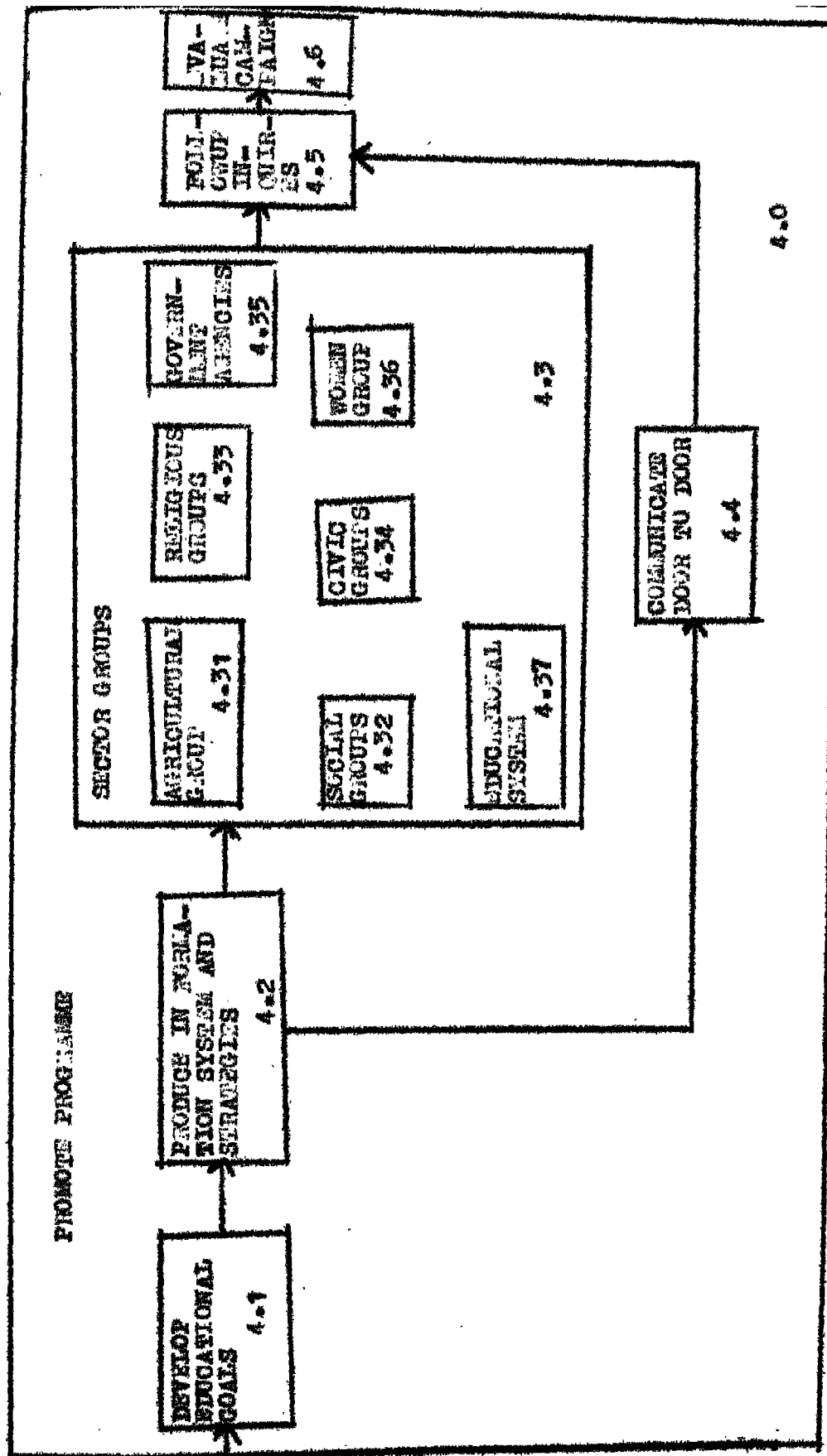


FIG: 4.0

5. Apply enrollment Procedure

This sub-system has been presented in figure & 5.0. Upon his arrival a student should be welcomed and interviewed (5.1) Interview the client starts with first step as to determine the Educational level. (5.11) of the student by sitting with the participant, so that appropriate materials may be shown to the learner. Teacher should also discuss with the client his (5.12) personal Goals. Information thus obtained during the interview may be recorded in (5.13) prepare personal data sheet.

The second function in (5.0) apply enrollment procedure is to introduce the learner to the center of class room (5.2). When the teacher can explain the programmes (5.21) and their purpose as well as explain the use of materials (5.22) available at the center. This entire system is organized to provide both the experienced and inexperienced teachers with a step-by-step process for enrolling a student. It is to be applied to both new and returning students. This entire system aims at making the student feel welcome and wanted to provide guidance to the teacher in accomplishing this task. Group discussion in this case started with the list of original seven sub-systems and finally all the seven of them were accepted as constituents of this sub-system.

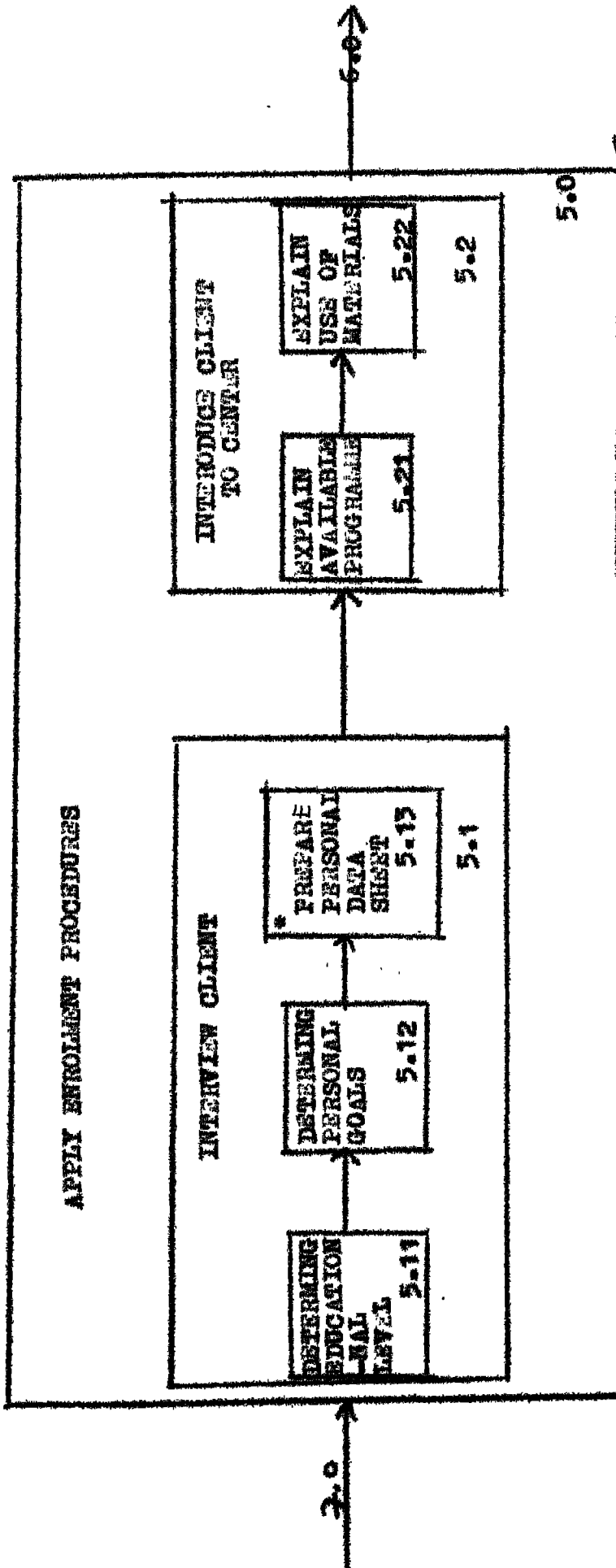


FIG. 5.0

* 5.13 Though this sub-system could not be implemented in field, yet the task-group felt that if personal data sheets for each of the NFE participants could be prepared it will help in objective implementation of the programme.

6. Plan and Conduct Programme

1) For Supervisory, Planning, and Administrative Staff

With (6.0) 'plan and conduct programme' there is one sub-system which is the functional task of the planner that is (6.3) analyse, Hard ware/Soft ware. Flow chart shown in figure 6.0 presents constituent parts of this sub-system. For our purposes, hardware is synonymous with equipment and soft ware with content. A teaching machine is hardware, but the programme materials used with the machine are considered soft ware (6.3) Analyse hard ware. Soft ware has been developed to answer the needs of the planners for a process or system by which they could evaluate materials and hard ware. Because, all too often, they are subjected to material acquisition through salesman pressure, with no method of evaluating such purchases. I feel that this sub-system has immediate value to any state level or district level agency developing a dissemination system. (6.31) identify/obtain materials is the first step in evaluating materials. It is influenced by (6.2) Develop individual plan of study in general and by (6.21) create plan in particular. The objectives identified in (3.6) also influence the type of hard ware and soft ware to be acquired. Signal paths indicate such influence. In identification and obtaining materials a planner may obtain samples from the publisher, examine list of approved materials issued by the state department, can get leads from individuals at conferences and from users within the programme itself.

11) For Teaching Staff

This sub-system alongwith the items discussed above, includes the process by which a student is tested, his needs are identified, and his programme of study is developed.

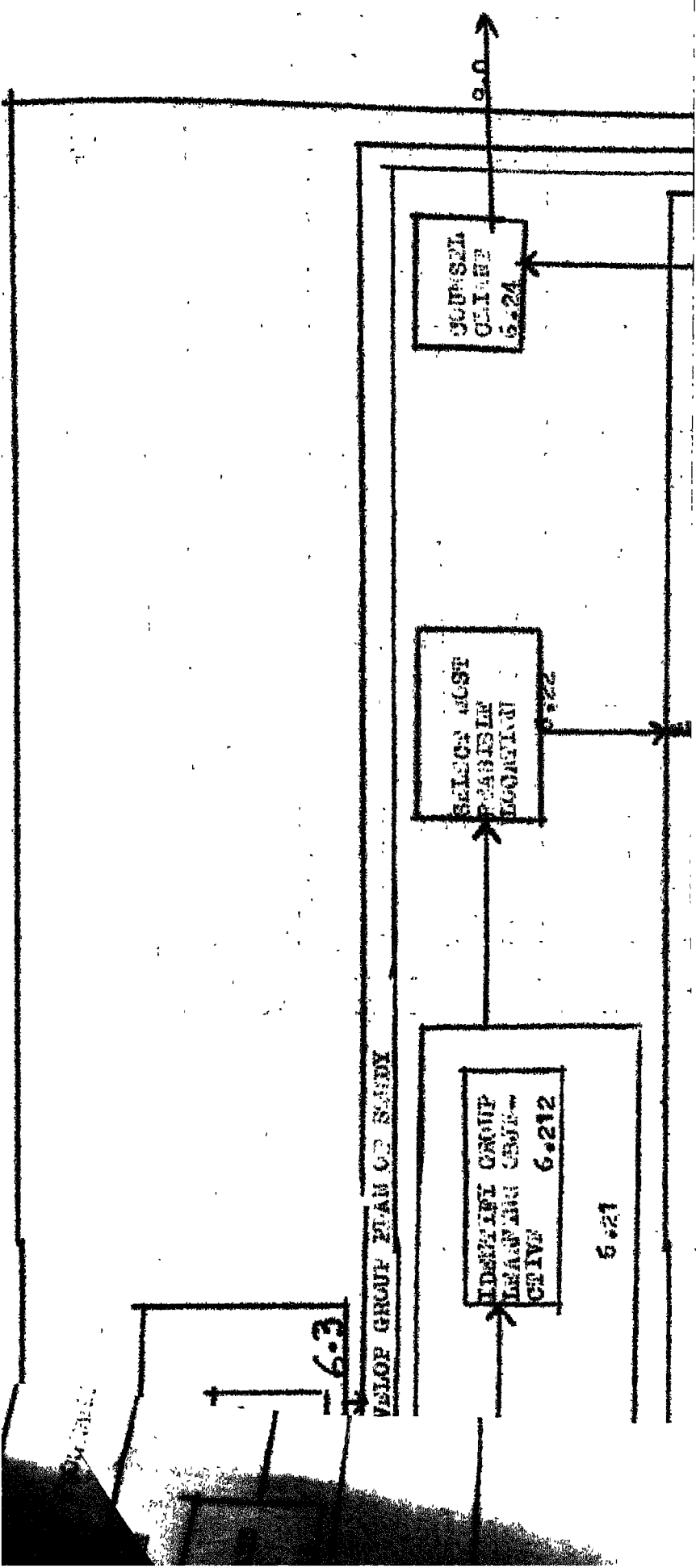
Before any programme of study can be established for the learner, his/her immediate needs must be determined (6.1). If the planner or teacher feels to add more items related to the NFE programme to the inventory of needs identified above may do so and develop new sub-system. Following the needs identification, the teacher has to (6.2) develop group plan of study. At this stage he may like to test the client. Data thus obtained may help the teacher in finding the right kind of learning materials to help the group to meet its goal. Aim of such testing should be to establish entry behaviour level of the group. The first step in this is to enable the learner group to begin to meet its immediate needs. This function is performed in the (6.21). Create plan sub-system. First, the teacher, using pre-test, selects the grade level of instruction (6.21) in which the learner will be able to be successful. Next in consultation with the learner, he identifies group learning objective (6.212). Once this has been completed select most feasible location (6.22) function means that the learner and teacher select the learning site which best suits the learner. In (6.23) conduct classroom instruction, the first task, is to (6.231) develop course out line to the

teaching point level. (6.232) select instructional materials matching with the needs of the learner. Upon receipt of the learning material from (6.232), the (6.233) Instructional function begins. After the initial instruction takes place the teacher will (6.234) Administer tests. Few traditional texts have appropriate, testing points included in programmed materials. The class room teacher may develop his own tests or adapt other published tests. Analyse the results obtained, by administration of test (6.234) and evaluate client (6.235). The learner either continues on with his learning programme, if he is working successfully, or the teacher cycles the learning sequence back (6.231). (6.24) counsel client requires that the teacher keep in contact with the learner to ensure that many problems which may arise can be dealt with. It does not imply that the teacher is to provide professional counselling services. Finally establish test criteria (6.3) and prepare. Testing schedule may include written test (6.41), oral test (6.42) and performance test (6.43). This decision depends on the description on the part of the teacher.

It is the largest sub-system among the nine. The group started with a long list of original twenty five constituents of the sub-system. After discussing each of these in minor details the group reached to the conclusion that nineteen of these components could be accepted to constitute this sub-system.

725

345



7. Recruit and Select Faculty

This sub-system comes under the rubric of staff development. Hence it was developed simultaneously, with the supportive (8.0). Train Faculty sub-system to provide coordinators and planners of NFE programmes a staff development process. This (7.0) sub-system has been presented in figure 7.0.

It is concerned with establishing selection criteria as well as describing the process by which teachers may be recruited and assigned. Recruitment and selection of faculty need to be subjected to a systematic analysis. The main task of the (7.0) sub-system is in identifying components of (7.3) establish teacher-paraprofessional selection criteria. The process starts with deciding about number of the teachers (7.1) and paraprofessionals (7.2). In (7.31) Identify Academic requirements such considerations as certification, training, cognate back grounds must be delineated and recorded. If the planner needs to waive certain academic requirements, as in the case for teachers of machinshop, auto-mechanics, then a clear explanation of such an action needs to be recorded. The same applies to (7.32) Identify experience Requirements. The planner must describe the elements of experience requirements and record them in this sub-system (7.33). Identify characteristics is a controversial area. To identify this the

present author developed a characteristic inventory which may be with minor modification, if needed, be used. Besides this to meet the needs of this function criteria identified by a group of experienced teachers selected by their peers may be used. Once this process is over applications for NFE teacher be invited. One should not restrict only to former adult education teachers or school ~~not restricted~~ only teachers. The use of school teachers as NFE teachers is subject to much criticism because of fatigue factors, availability, outside professional obligations, and other concerns, such a part-time person usually devotes for more time to his efforts than the practicing professional who teaches full time. All teacher candidates who respond to advertising efforts are screened by the criteria used in (7.3) and are selected for interview. Following the interview, candidates are selected or rejected (7.4). Again the criteria in (7.3) are used as selection or de-selection standard. Assign Faculty (7.5) is twofold in nature. Here coordinator may assign to some to a teaching position (7.51) but he may also assign the employee to a training programme. The criteria stored in (7.3) establish teacher paraprofessional. Selection criteria become evaluative criteria in (9.13). Evaluate teachers and in (9.13) determine task performance in particular.

The dialogue group initiated discussion with the original ten components of the sub-system. Finally the group accepted all the ten components constituting the sub-system as suggested by the original author.

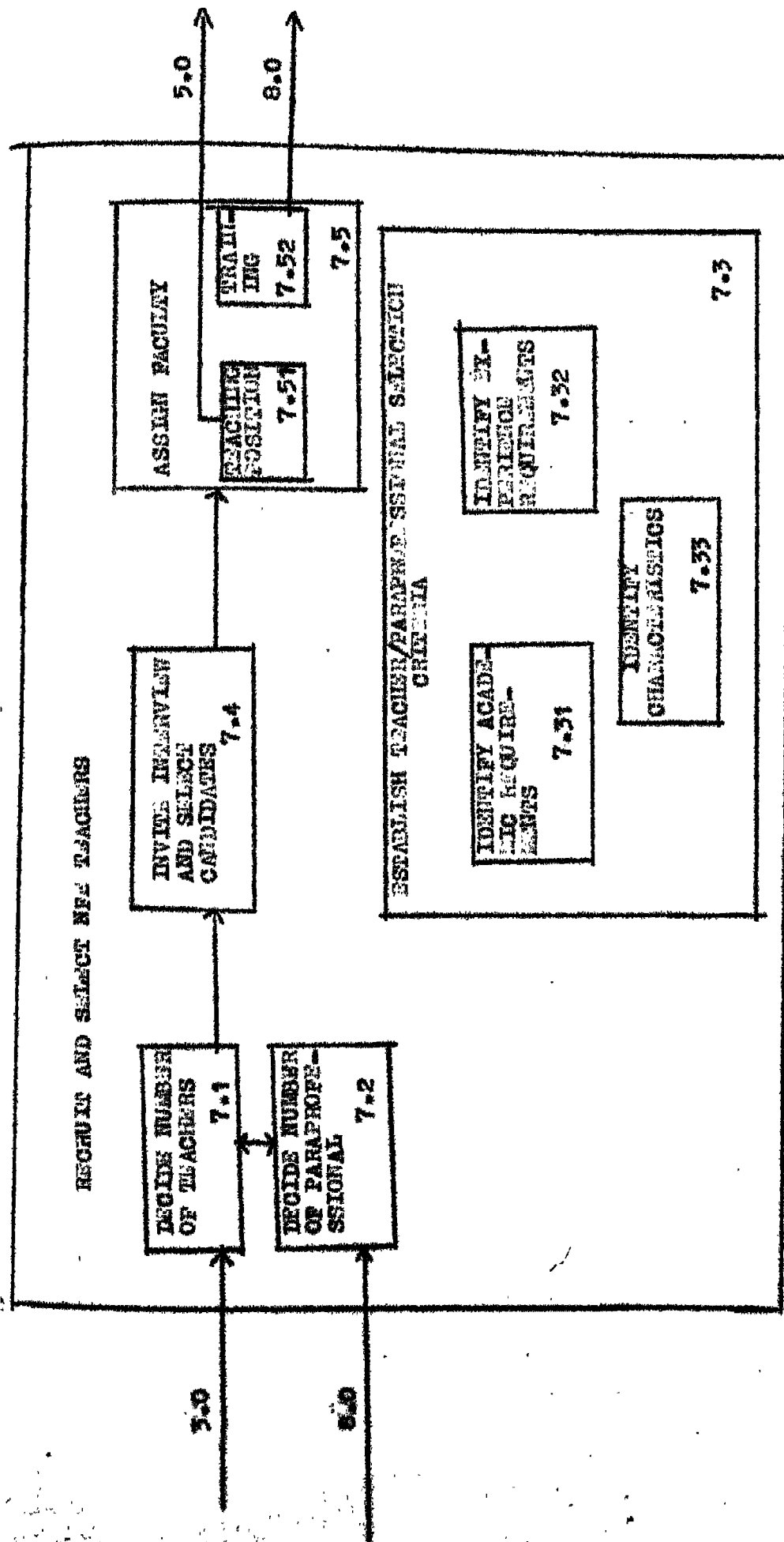


FIG: 7.0

8. Train Faculty

This is the second sub-system of the two sub-systems devoted to establish a staff procurement and development process. Details of this sub-system has been shown in figure 8.0.

It is formulated on the basis of the programme objectives (3.6) and training needs which faculty requirements (2.33) dictate to be met. It is predicted on the notion that any educational endeavour requires planned as well as self-renewal activities and that the best determinants of such activities are the programme needs, seminars, one day conferences etc.

The objectives identified in (3.6), Formulate programme objectives, are fed forward to the (8.0) Train faculty. For the reason that they set training needs by indicating priorities and programme directions, and they serve as evaluation criteria. The characteristics of the faculty assigned to training will guide the trainer in establishing training patterns. At the same time the training programme will be supportive of all activities in (6.0), 'Plan and conduct programme', hence the trainer must examine every facet of the programme before establishing the training procedures and content.

(8.1) Establishing learning objectives, is made in such a way that an interface is established with (3.6). After learning objectives are established the trainer should determine 'Inservice Training Approaches' (8.2). It will be the task of the trainer to identify which we shall use, how they shall be related to each other, how they are supportive, and where and when they shall occur (8.3). Selection of Training Staff is usually dependent upon the type of training to be held. Interrelationship between the competencies of training staff and selection of training approaches must be kept in mind. Then comes conduct training programmes (8.4). (8.5) evaluate programme is subject to the objectives fed forward from (8.1). Establish learning objectives, which serve as evaluation criteria. The purpose of this evaluation is to determine the effectiveness of the staff or training in meeting learning objectives. Result of evaluation should be stored in (8.5) 'Evaluate Programme' for further planning reference.

The dialogue group concerned with development of this sub-system initiated discussion considering the five constituent parts of this sub-system as finally suggested by Sharma (1977) and the group decided that the five sub-system are adequate to cover the content of this system.

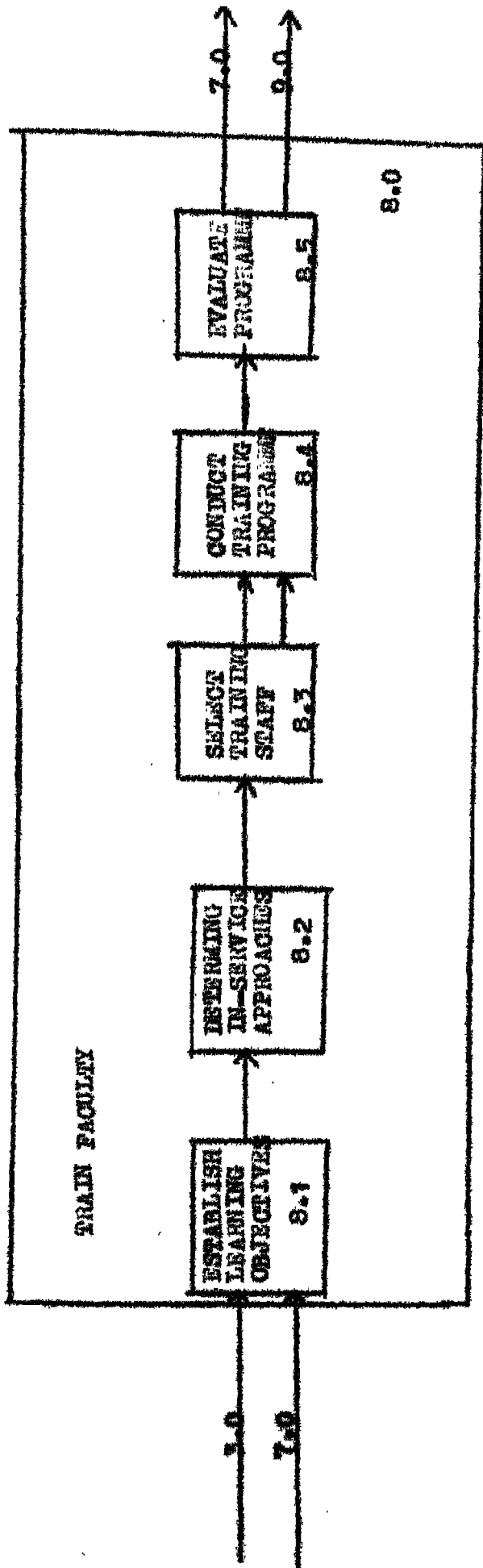


FIG: 8.0

9 Conduct Terminal Evaluation

While the model requires constant evaluation as each function is performed, a need for a final analysis exists. Not only that this sub-system will provide input into further planning cycles but it will also provide data for further programme justifications and for annual reports. This sub-system serves as the repository for all accumulated data needed to make long-range plan. Details of this sub-system are shown in figure 9.0.

For (9.0) 'Conduct Terminal Evaluation' the objectives from the preceding sub-systems like (3.6) and (8.1) are sent to be evaluated by the extent to which the objectives were met in (9.131). (9.1) 'Conduct Internal Evaluation' is concerned with the evaluation of learners (9.12) and Evaluation of Teachers (9.13) whereas each of these sub-systems are composed of two subordinate systems in each case. In the case of (9.121) Interview and evaluate client. Interview schedule of procedure must be developed and stored. This sub-system fosters non-quantitative evaluation and allows to gather student's impressions, suggestions, and recommendations. (9.13) provides for teacher performance. One of the elements of this evaluation is learner achievement (9.132) because this is one of the obvious measurements of teaching effectiveness. The planners, also need to know data regarding

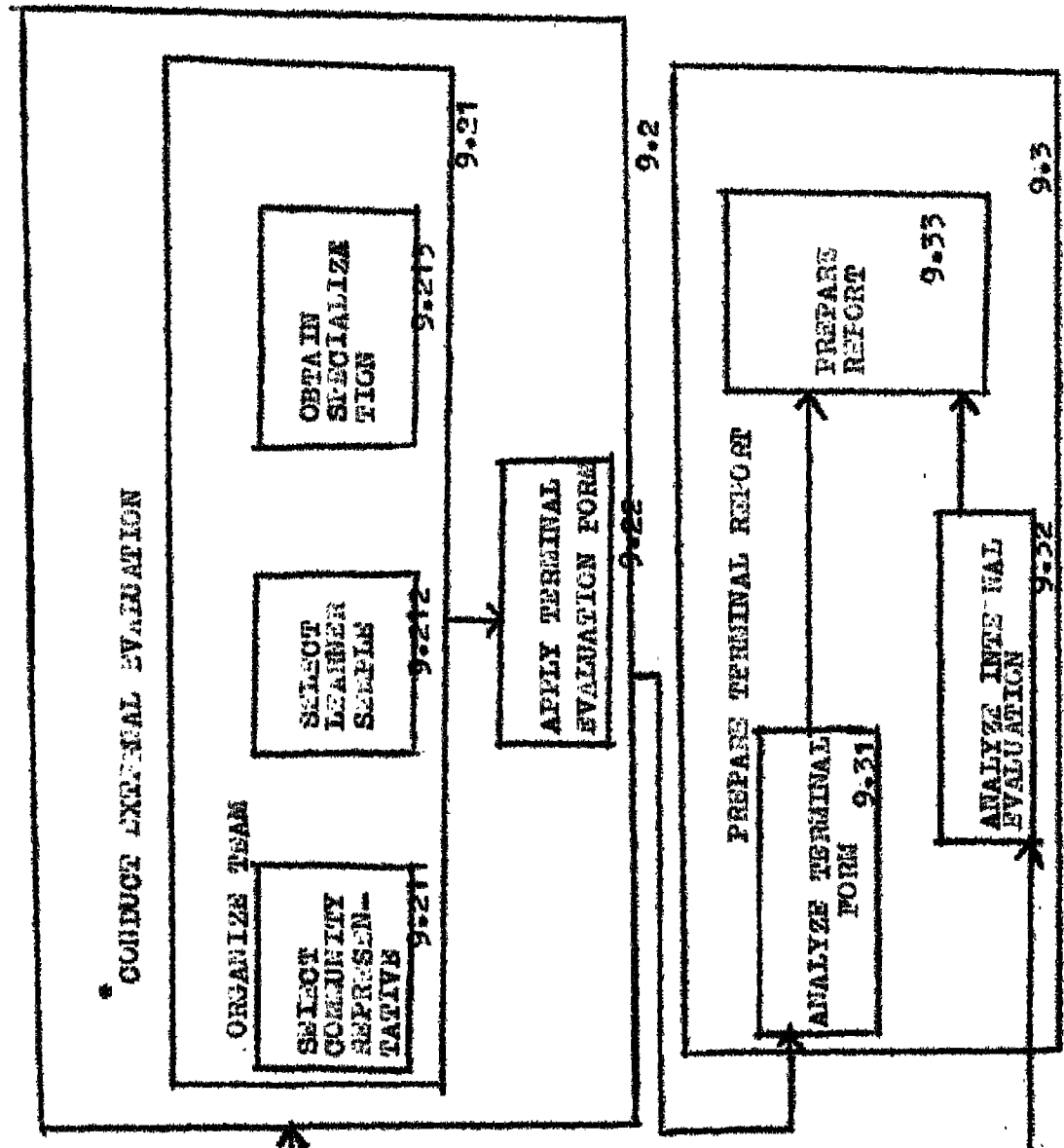
drop outs as another measure of teaching effectiveness.

Because of, the commonly held belief that a teacher who 'keeps' learners in learning situations seems to be most effective and in that situation drop out rate should be lowest. The other criteria is to 'Determine task performance (9.132)'. Hence a listing of these tasks by which the teachers will be evaluated must be developed.

9.2 Conduct external evaluation is another function of this sub-system (9.0). This sub-system requires an outside team to be developed to conduct an external evaluation and identifies the composition of such a team. The flow of the model should indicate how the team is to be formed and provide the team with all of the data accumulated in the (9.1) 'Conduct Internal Evaluation'. Lastly a 'Terminal Evaluation Form (9.22)' may be developed and applied. All of the data from the internal and external evaluation are forwarded to (9.3) 'Prepare Terminal Report'. It is suggested that the planner identifies the person or persons responsible for developing such a report from within this sub-system. Final report may be sent to district and state authorities and also to the other coordinators working at other centers. It must be sent to (1.1), (1.2) and (3.6).

Initially the dialogue group started with 17 possible constituent sub-system of this system as suggested by the originator of the model. After discussing in full details the group felt that there is no need of making any change in terms of adding or deleting any component out of the 17 constituting this sub-system and hence the lay out of the sub-system was adopted as it was.

10-0



9.0

9.2

9.3

9.21

9.213

9.212

9.211

9.22

9.31

9.33

9.32

SYNTHESIS

After finalizing the nine sub-systems all the nine groups alongwith the coordinating group met together to synthesis these sub-systems into a complete system. The complete system has been presented in figure 10.0. At this stage the major objective was to locate the feedback and feedforward paths. The groups discussed all possible interrelationships among sub-systems and reached to the conclusion + that at this level the relationships demonstrated by Laforest (1973) could be accepted. This final form of the model was subjected to a low level simulation, by talking through, established understanding of the model by the participants. It was found that now the NFE facilitators were more confident and on the basis of data available to them about their respective community and the data provided by evaluative study they could attempt to develop tentative plans for reorganization of their respective NFE programmes. Follow-up was not possible because of time constraints and lack of funds. This model was used in planning a project known as 'Moti Lalvadi NFE Project' in Surat. This model has been found effective both for planning and implementation of NFE project.

A brief description of the sub-systems in summary form would be useful at this stage. (1.0) reflects district plans and state plans, since all programmes are dependent upon these

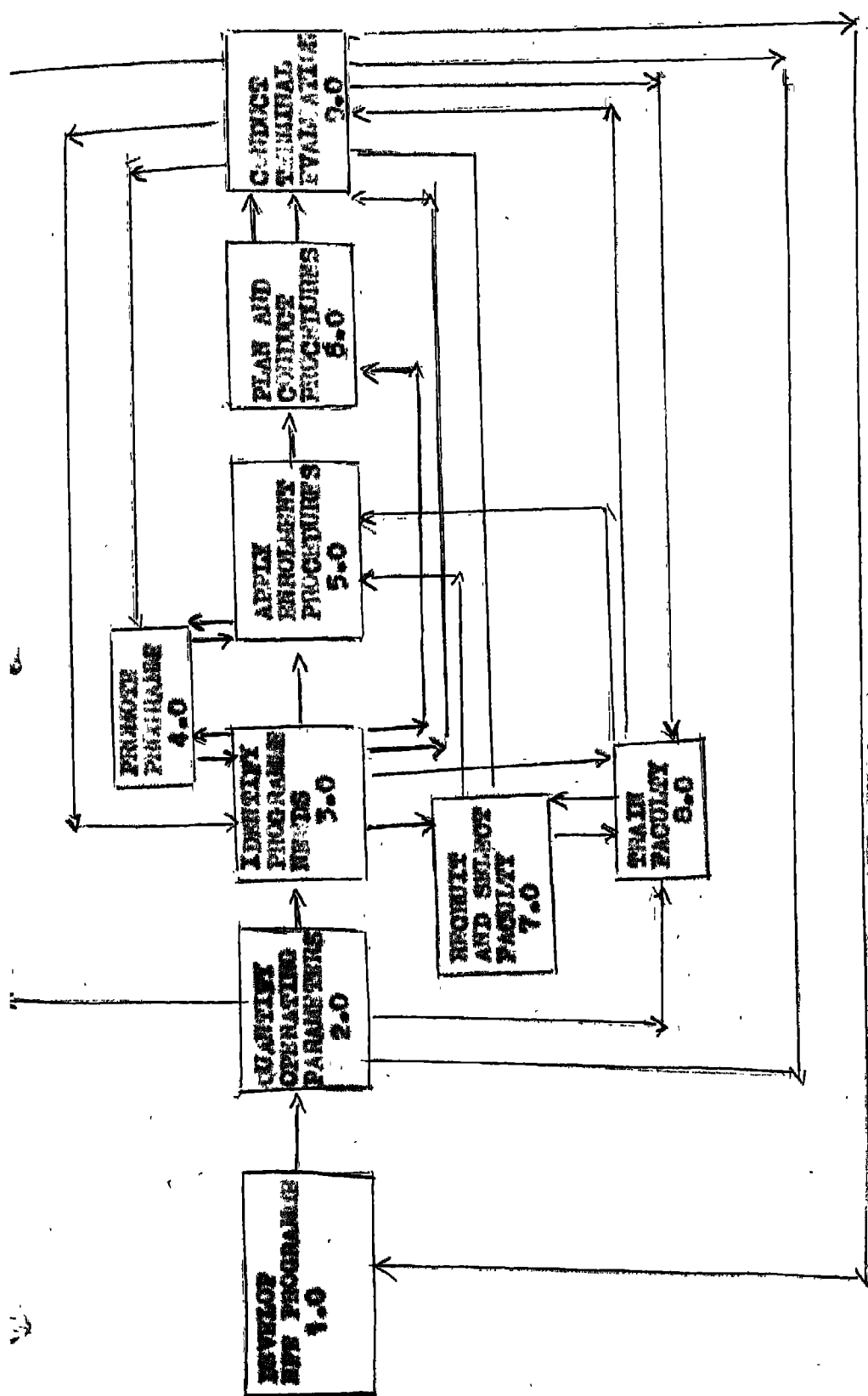


Fig.10.0 Integrated model for planning life

planning level. (2.0) enables identification of planning parameters. These parameters are very important from the view point of planning the local plan. (3.0) concentrates on identification of needs because NFE is need based hence specification of needs is essential. (4.0) aims at strengthening contacts between NFE centre and its clientele population from the very beginning. The contact programme is essential for developing NFE programmes as such (5.0) is seen as recruitment and retention of students. (6.0) could be seen as a major sub-system which included selection and evaluation of teaching materials and aids, development of individual plan of study and also establishment of evaluation criteria and preparation of testing schedule. (7.0) allows for staff and faculty recruitment and selection. It also guides in establishing para-professional selection criteria. (8.0) provides for needed training of personnel. (9.0) is concerned with terminal evaluation which includes both internal and external evaluation. Initial planning model had 214 sub-systems of nine major sub-systems of the model. Debugging took place by discussions/ narrations and the resultant model constitutes of 97 sub-systems constituting the nine major sub-systems. Eventually it could also be seen that Scriven's evaluation model has been used fully even while developing this model. This model while concentrating on planning of NFE provides for optimal utilisation of educational technology by making one aware about different

aspects of educational technology, in different contexts from deciding about entering behaviour of learners, selection of materials, aids and media upto planning terminal evaluation. Thus the model provides for optimal utilization of educational technology in non-formal education.

CHAPTER-IX

EVALUATION OF NON-FORMAL EDUCATION

NFE is becoming an integral part of education. More and more efforts and resources are being channelized for strengthening NFE programme. Therefore, it was felt that an evaluation of NFE programme, when it is at formative stage, might prove fruitful from the view point of making this system effective. Secondly, as has been stated in the objectives of the study, that one of the aims of this study, was to develop a systems model for planning NFE. Evaluative study might provide necessary data for developing systems model. It might also provide information about the strengths and weaknesses of the present NFE programme. Besides this results of this study might provide first-hand information about the extent of use of educational technology in NFE programmes as being made at the moment and suggest ways to improve upon the situation.

To conduct the proposed study Scriven's (1967) model of evaluation was operationalised and used. This model provided for assessment of needs as perceived by NFE students, NFE teachers and community members; appraisal to curriculum; appraisal of instructional materials and methods both by NFE teachers and NFE students; appraisal of NFE teachers in terms of competency and, pre-service and in-service training. The model also provided for appraisal of output of NFE programme in terms of achievement on the part of NFE students and change in their attitudes. Research tools were developed and data were collected to meet the demands of the model. Details about

the tools, collection of data have been given in the chapter-VI. Results of the study have been reported in the present chapter.

FINDINGS

1) Need Assessment

For needs assessment, questionnaire were administered to NFE teachers, NFE students and community representatives. They provided data about the people not being served by NFE programme; reasons for people not attending NFE programmes being offered, types of programmes which might attract people, and about the improvements needed in the NFE programme. Table-9.1 presents data about the needs assessment.

TABLE-9.1

Summary of needs based on comments from NFE students, NFE teachers and comments from community members

Sr. No.	Particulars	Number of respondents					
		N=418		N=4		N=7	
		NFE students		NFE teachers		Community members	
		Yes	No	Yes	No	Yes	No
1	2	3	4	5	6	7	8
1)	Do you know groups of adults not being presently served included:						
a)	Dropouts from primary and secondary school	48	370	-	4	2	5
b)	Older people from lower socio-economic level	350	120	4	-	6	1
c)	People from lower socio-economic level	360	110	3	1	4	3

contd....

Table-9.1 contd....

1	2	3	4	5	6	7	8
d) Females in General	18	400	-	4	4	3	
e) Young women with young children and no place to leave them	78	340	1	3	3	4	
2) Why don't people attend the NFE programme being offered?							
a) Embarrassment	365	63	3	1	3	4	
b) They are too tired after working all day	370	48	4	-	6	1	
c) They are unconcerned	390	28	4	-	5	2	
d) They don't know about it	300	118	-	4	-	7	
e) They feel that if does not meet their needs	280	138	1	3	6	1	
3) What types of information might the programme offer that would be of help to the potential NFE students and the NFE students presently enrolled?							
a) Occupational information	372	46	3	1	5	2	
b) Information about health and safety	325	93	3	1	4	3	
c) Information about citizenship	315	103	2	2	5	2	
d) Information about political, social, economical aspects of life	400	18	4	-	7	-	
e) Information about domestic tasks	375	43	2	2	4	3	
f) Vocational training combined with literacy training	410	48	4	-	7	-	

contd.....

1	2	3	4	5	6	7	8
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4) Programme improvement needs:

a) Curriculum material books, work books, duplicating materials, AV equipment, curriculum materials, curriculum materials suitable for different age-groups, various level of curriculum materials	405	13	4	-	6	1
b) Recruitment and public relations. Image of the NFE programme, community involvement, recruiting more students	386	32	3	1	5	2
c) Design of the NFE curriculum provide helpers for the teachers, offer courses of subjects other than the three R's, increase the number of subject taught	392	26	4	-	6	1
d) In-service training for teaching programme on teaching methods for NFE learners, meeting individual needs of students, keeping up with new developments, materials, etc. in NFE	250	168	4	-	5	2
e) Specific students needs, child care facilities, flexibility in timing, provision for individualized instruction etc.	20	398	2	2	2	5

It is obvious from the Table-9.1 that NFE students, NFE teachers and community representatives all agreed that the dropouts from primary and secondary schools, females from all strata, young

women with young children were covered by NFE classes but older people from lower socio-economic status in general were not covered by NFE classes.

When asked, why did people not attend the NFE programme being offered? All the three groups of respondents agreed that they felt embarrassed and at times they were unconcerned about education. Respondents from all the three groups reported that these people were too tired after working all day so that they did not feel like coming to NFE classes. Though quite surprising but it was reported by 1/3rd of the students population, teachers and local citizens that they didn't know about NFE programme. About 33.01 % of student population, 75 % of teacher population and 14.3 % citizen population reported that NFE programme as it was going on did not meet their needs.

The third question asked was, what types of information might the programme offer that would be of help to the potential NFE students and the NFE students presently enrolled? The majority of respondents from all the three groups agreed with each other and reported that they needed information about occupations, domestic tasks, health and safety citizenship and, vocational training and job opportunities. It was also reported that the adults also desired to have information about political, social, economic aspects of life. Literacy programme was also reported to be of their liking.

The last question invited comments about programme improvement needs. Majority of respondents from all the three groups reported that firstly, there was need of improvement in curriculum materials.

More books, work books, materials suitable for different age-groups and of various levels should be provided. AV equipments should also be provided to these centres. Secondly, it was reported that a campaign be conducted to recruit more students, efforts be made for involvement of community in the programme. They did agree that little effort from the project organisers was made to involve community.

Thirdly, number of subject being taught be increased to cover subjects other than three R's. Fourthly the respondents also felt that more helpers for teachers be made available at the NFE center.

Respondents from all the three groups reported that NFE teachers be given special programme in teaching methods and material for NFE learners. Such course might keep special provision for instruction in meeting individual needs of students and up-dating of teachers with regards to new developments in the area of educational technology.

Lastly, the respondents pointed out arrangements for child care, flexibility in timings of NFE programmes to suit different individuals, were worth appreciating but they did suggest that provision should be made for individualized instruction in NFE programme.

2) Curriculum Design Appraisal

Curriculum design appraisal questionnaire was administered to teachers. In all there were twenty questions in the questionnaire, out of these twenty, fifteen warranted answer in 'yes' or 'No' form

75 percent of the teachers reported that course objectives had not been stated in terms of level of performance. 75 % of the teacher-respondents observed that it was not possible for a student to choose-those objectives within a course that met his individual needs. It was unanimously reported by the teachers that there was no provision for variety of learning experiences for students to attain a given objective and at the same time all the teachers reported that the course outlines and descriptions were not available to students. All the teachers reported that the enrolment dates were flexible and enrolment was open through out the year. When asked about the convenience of students in terms of time. 50 percent teachers reported in affirmative saying that courses were offered at times convenient to students where as 50 percent of the teachers disagreed with this situation. All the teacher respondents reported that equipments for practising the skills necessary for attaining a given objective or level of performance by students were not available except books and news papers at the center. They also suggested that the centers should be equipped with all equipments concerned with training in different skills needed in the community around the center. 75 percent teachers interacting with the question concerned with reporting of outcomes of instruction reported that the outcomes of instruction were not stated in terms of competencies skills or knowledge the students expected to possess upon completion of a given course. 50 percent of teachers reported that there is a lack of horizontal relationship among objectives, levels of performance and courses at a given level, did not answer. When asked-~~was~~ why they did not answer? When asked, was there a

hierarchical relationship among objectives, levels of performance, and courses for the entire NFE programme? 75 percent of the teachers answered in negative. When asked for suggestions for improvement they suggested that joint planning was needed and some one needed to be made responsible for developing the curriculum. All the teachers reported that there was no redundancy among the courses offered at the moment. 75 percent teachers reported that they used norm referenced tests whereas 25 percent of them reported that they were using criterion referenced tests. When asked about allocation of resources all the teachers reported that instructional priorities were not treated as basis for allocation of resources. They also reported that the basis for allocation of resources was not defined. All the teachers disagreed with the flexibility in curriculum and reported that the curriculum designed was such that it could not meet new needs. 75 percent of the teachers even reported that the curriculum design was not based on programme goals. Just literacy was the goal of curriculum the teachers reported. 75 percent of the teachers reported that there was lack of interface between long, intermediate and short-range programme objectives and over all programme goals. All the teachers reported that the curriculum was not based on the educational needs of students. It was further supported by adding a footnote such as community needs were not reflected in the design of the curriculum. 50 percent teachers reported that the courses were centered on subjects. Only 25 percent of them reported that the courses were centered on problems related to adult education needs. Again all the teachers reported that the courses lacked in developing integrated skills on the part of the students. When asked, were the courses offered adequate for completion of basic

literacy requirements for entering Grade-VI or VIII? 50 percent teachers replied in negative whereas 50 percent teachers reported in affirmative. Furthermore 75 percent of the teachers reported that the courses were designed for child learning experiences rather than adult learning experiences.

3) Instructional Materials Appraisal

Two rating scales one for teachers and the other for students were prepared and administered for appraisal of instructional materials used at NFE centers.

Analysis of teachers form revealed that 75 percent of the teachers were of the opinion that the goals and objectives were not defined and evidenced in the content of the printed literature provided to them. Besides this 50 percent of the teachers reported that the goals and objectives were not adequately conveyed to students. Only 25 percent of the teachers reported that the content of the materials were free from implied message which contradict the objectives where 75 percent could not decide about it.

Coming to the objectivity of the content 75 percent of the teachers said that the literature provided to NFE students did not present a chance to study real people, real issues, or things, views papers which were frequently used as learning materials to supplement teaching learning at these centres. Teachers reported that teaching learning materials except news papers were free from prompting or propagandizing special interests (75 percent teachers) portraying one group over the other (100 percent) and excluded the use of harmful generalisations (75 percent).

Ratings regarding 'promotion of understanding' revealed that 50 percent teachers reported that the presentation was free from loaded words whereas 25 percent teachers were of the opinion that the content was not free from loaded words. 50 percent teachers reported that the presentation of content was free from making value judgements ~~in~~ whereas 25 percent did not agree with it.

Looking into ratings about ^{the} level of sophistication of the materials, 50 percent teachers reported that the materials (content) rejected an experimental commonality, 75 percent teachers reported that the content was presented in such a way that the students were able to interpret signs and symbols used therein with regards applicability 50 percent teachers reported that the materials had applicability to similar concepts of issues whereas 25 percent teachers did not agree with it. 75 percent teachers reported that the materials were not challenging to the students.

Coming to the design variables 50 percent of the teachers were of the opinion that the illustrations and visual elements of the literature were not clear and understandable 75 percent teachers reported that concepts introduced in the content were not well developed and had not been subsequently presented. All the teachers reported that there was lack of inbuilt feedback mechanism. Only 25 percent teachers opined that the instructional materials clearly identified major points of understanding. Whereas 50 percent of the teachers did not agree to it. 75 percent teachers pointed out that there was complete lack of designers services for designing of instructional materials. All the teachers reported lack of prompts and cues in the structure of contents of the materials. Besides this 75 percent of teachers reported that the materials were not free of confusing concepts.

Furthermore, 100 percent teachers reported that these^y was teachers handbook to assist the instructional leader which was not upto the mark of satisfaction. They also reported that the materials did not suggest and prescribe other learning activities which the learners might like to explore. Besides this 75 percent teachers also reported that the issues and terms were not well defined within the content of the material. 50 percent of the teachers felt that the information was presented in suitable bits for understanding whereas 25 percent teachers were of the opinion that the presentation of the information was not within the grasp of the learner.

4) Instructional Methods Appraisal

There were fifteen statements in the 'students form' prepared for appraisal of instructional methods by NFE students. 76.56 percent of the students from the sample reported that the teacher did not explain the purpose of the lesson or course. 66.19 percent students also reported that the teacher did not organise his lesson before teaching. Only 22.97 percent of the students said that the materials used in the class were related to the purpose of the course whereas 34.45 percent of them reported otherwise. Explanations given by the teacher about the subject were clear, said 20.57 percent students whereas 54.55 percent students reported otherwise. Only 30.28 percent of the students were found to be satisfied with the clarity of the assignments whereas 34.45 percent were not found to be satisfied in this context. Only 41.15 percent of the students said that assignments always related to the work done in the class whereas 22.48 percent reported that the same only some times related to the

work done in the class. As much as 86.12 students reported that the teacher kept the students interested whereas 13.88 percent students reported that the teacher helped the students to think for themselves. 71.77 percent students perceived the tests and grades of men by NFE teachers fare. Only 66.99 percent students observed otherwise. 92.82 percent of the students found their respective teachers to be pleasant and happy. 54.55 percent students reported that their teachers relate their lessons to other fields and to present day problems.

5) Staff pre-service and In-service Appraisal

A questionnaire was developed for administration to teachers for appraisal of their preservice and in-service training experiences. The questionnaire consisted of two parts (1) pre-service training, and (2) in-service training 25 percent teachers reported that they had attended short-term course or workshop or conference on NFE. None of the teachers was found to had completed degree, diploma courses or had attended some summer institute on NFE. None of the teachers reported to have had any pre-service training course prior to beginning working at NFE centre. When asked about the provisions for preservice training for NFE available to them. 100 percent of the teachers reported that the same was not available.

Coming to in-service training all the NFE teachers (100 percent) reported that during the last 12 months they had trained by project team from time to time for conducting different kinds of NFE activities at the center. 75 percent of these teachers reported the training experience as extremely helpful whereas 25

percent described the same as moderately helpful. When asked about the content of the course the teachers (100 percent) described that their course included philosophy of NFE, characteristics of NFE students, behavioural objectives and their development, individualized instruction, methodology of teaching, AV materials, curriculum planning, selection and preparation of materials, testing and evaluation, psychology of adult learning, management of NFE programme, etc. They did agree that teaching methodology was most important and helpful area. 75 percent teachers perceived counselling and guidance as least helpful area. When asked about the preference areas which they would like to have covered in future in-service training programme, 75 percent teachers put individualized instruction, curriculum development and teaching methodology in the first choice. 50 percent put psychology of adult learning, use of AV aids, and management of NFE programme in 2nd choice. 75 percent reported instructional methodology, selection and preparation of materials and philosophy of NFE as their third choice. 100 percent teachers reported that they did not had reasonable access to the professional literature on NFE. When asked to what extent do you keep informed about new developments, materials and techniques in NFE? 25 percent of them replied 'none' whereas 75 percent reported 'little'.

Lastly, the teachers were asked an open question indicate those things which you feel ^{now} qualify you to be an NFE teachers? in general, answers included skill of making class-room task interesting and challenging, knowledge of people, interest in people attending NFE classes and the community as a whole, a belief that the student will learn, a belief that education was a human right etc.

6) Staff Competency Appraisal

For assessing teachers in term of competencies they possessed, a common rating scale was given both to teachers and administrators. In case of teachers it worked as self-rating. Total rating scores as given by administrators and by themselves were calculated for each teacher separately.

TABLE 4.2
List of tasks in which NFE teachers lacked competency.

Item No.	Items on which teachers lack competency
1	Adapts curriculum to the needs of the adult student
3	Organises a plan of skill instruction that demonstrates appropriate sequence, continuity and integration
10	Evaluate teaching effectiveness
11	Modifies teaching to accommodate individual and group learner characteristics
13	Prescribes instructional materials which will meet the abilities of the student
17	Helps the adult student determine personal learning objectives and become a self-directed learner
20	Develop and uses a system to keep records for each student
31	Formulate instructional objectives and devices a system for involving students in this process

7) Student Achievement Appraisal

Students' achievement was measured in four areas: (i) Consumer economics; (ii) Occupational knowledge; (iii) Knowledge of community resources; and (iv) Health NFE educators were asked to rate the maximum number of students from their respective centres

who have been selected for the study on a three point-scale in each of these four areas. Consumer economics - Table-9.2 presents results about performance by NRE students in this area.

92.83 percent students were rated by the teachers to be capable in using of paper and coin monies, to count to several totals. 43.06 percent of the students were found not to be capable to use tables to convert among quintal, kilograms and grams. 59.81 percent students could not perform to demonstrates competency to convert meters, centimeters etc. Whereas 52.63 percent of the students were found not to be competent in making use of tables of volumes.

Only 19.14 percent students demonstrated competency to read available materials which present rationales for sale-tax and income-tax whereas only 1.91 percent of the sample could discuss the differences between sales and income-tax. Table-9.2 presents the data about students' achievement in consumer economics.

8) Occupational knowledge

Area of occupational knowledge has further been divided in to three sub-sections (i) identifying sources of job information; (ii) preparing for job applications interviews, and (iii) knowledge of standards of behaviour for various types of employment. Table-9.3 presents results about performance of students in this area.

19.14 percent students were found to be competent in preparing a list of diverse sources of information which can lead to employment, 34.45 percent were found to be competent in reading

TABLE-9.2.3

Student Achievement Appraisal Data Reduction Sheet
Area: Consumer Economics

(X-418)

	A						B									
	1	2	3	4	5	6	1	2	3	4	5	6				
No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%			
Can perform	388	92.83	130	31.10	44	10.53	65	15.55	26	6.22	80	19.14	8	1.91	20	4.78
Cannot perform	20	4.78	180	43.06	250	59.81	220	52.63	280	66.99	240	57.42	395	94.50	360	86.13
Don't know	10	2.39	108	25.84	124	29.66	133	31.82	112	26.79	98	23.44	15	3.59	38	9.09

employment advertisement. Coming to preparation for job application and interviews percentages of students who could demonstrate competency on different aspects of this component varied between 0.48 percent and 32.78 percent. 71.77 percent of students were found not to be able to demonstrate competency to write a letter to a prospective employer requesting for an appointment and giving qualifying information 82.30 percent of the students were found not to be competent in using available materials, list possible questions to ask a prospective employer. 62.20 percent students could not demonstrate competence to write a resume when applying for a job.

63.16 percent to 71.77 percent of students were rated by the teachers not capable of demonstrating competency to discuss consequences of meeting and not meeting job requirements, making use of available materials to read about various ways of dealing with interpersonal conflict and using personal experience and published materials, to discuss proper behaviour and attitudes for keeping a job. Percentages of students who could demonstrate these competencies varied between 2.87 percent and 8.61 percent only knowledge of community resources.

It is obvious from the table-9.3⁴ that ratings by teachers in connection with knowledge of community resources revealed that 54.55 percent to 66.99 percent students were found not to be having knowledge of the type of community services provided for members of the society including the purposes of how to gain access to these services. Furthermore, 86.12 percent to 92.82 percent students of the sample did not have knowledge of various recreational services available in the community. As high as 91.83 percent of the students could not demonstrate competency of using the rates set by different modes of transportation to compare the transportation costs involved

TABLE-9.24

Student Achievement Appraisal Data Reduction Sheet
Area: Occupational Knowledge

(N=418)

	A						B									
	1	2	3	1	2	3	13	24	35							
No.	%	No.	%	No.	%	No.	%	No.	%	No.	%					
can perform	80	19.14	144	34.45	4	0.96	100	23.92	6	1.44	36	8.61	137	32.78	76	18.18
Cannot perform	240	57.42	216	51.68	376	89.95	240	57.42	320	76.56	300	71.77	220	52.63	280	66.99
Don't perform	98	23.44	58	13.87	38	0.09	78	18.66	92	22.00	82	19.62	61	14.59	62	14.83

	<u>B</u>					<u>C</u>										
	6	7	8	9	10	1	2	3								
No.	%	No.	%	No.	%	No.	%	No.	%							
Can perform	68	16.27	15	3.59	2	0.48	72	17.22	13	3.11	20	4.78	36	8.61	12	2.87
Cannot perform	260	62.20	300	71.77	344	82.30	280	66.99	260	62.20	300	71.77	300	71.77	264	63.16
Don't perform	90	21.53	105	24.64	72	17.22	66	15.79	145	34.69	98	23.45	82	19.62	142	33.97

TABIE-2.4

Student Achievement Appraisal Data Reduction Sheet
Area: Knowledge of Community Resources

		<u>A</u>				<u>B</u>				<u>C</u>			
		1		2		3		4		5		6	
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Can	perform	12	2.87	96	22.97	2	0.48	28	6.70	15	3.59	7	1.67
Can't	perform	280	66.99	228	54.55	388	92.82	360	86.12	380	90.91	320	76.56
Don't	perform	126	30.14	94	22.48	28	6.70	30	7.18	23	5.50	91	21.77
												18	4.30

in a trip the individual would like to take.

9) Health

Area of health has further been divided into three sub-sections; (i) safety from potential hazards, especially, related to home and occupational safety; (ii) medical and health services in the community; and (iii) understanding of parental care and, physical and psychological influences on pregnancy. Table-9.⁶ presents results about the performance of NFE students in this area.

Only 1.31 percent students demonstrated competency to read materials on safety precautions needed during severe weather conditions. 60.29 percent students were rated as not able to discuss material on home safety and to list various safety measures.

36.36 percent students showed competency to discuss with a resource person the various medical and health services available whereas 86.12 percent students, could not demonstrate competency in terms of using resources like the telephone book, information pamphlets, to list physicians, surgeons, etc. 22.01 percent students demonstrated competency to read literature from various health agencies in the community.

Only 6.70 to 8.61 percent of the NFE students demonstrated competency, to compile a list of tasks which both parents can share before and after babies arrival and to construct a menu for a specified period of time suitable to meet the dietary and financial needs of a pregnant woman. 68.90 to 76.56 percent students of the sample were found not to be competent in this connection.

TABLE-9.26

Student Achievement Appraisal Data Reduction Sheet
Area: Health

(N=418)

	A				B											
	1	2	3	4	1	2	3	4	1	2	3	4				
No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%			
Can perform	144	34.45	52	18.44	148	35.41	8	1.91	152	36.36	92	22.07	12	2.87	2	0.48
Cannot perform	188	44.98	252	60.29	212	50.72	360	86.12	172	41.15	208	49.76	268	64.12	360	86.12
Don't know	86	20.57	114	27.27	58	13.88	50	11.96	94	22.49	118	28.23	138	33.01	56	13.4

	<u>C</u>					
	1		2		3	
	No.	%	No.	%	No.	%
Can perform	172	41.15	28	6.70	56	8.61
Cannot perform	160	38.28	320	76.56	288	68.90
Don't know	86	20.57	70	16.74	94	22.49

8) Student Attitude Appraisal

To measure students attitude towards NFE programme an attitude scale was administered to the NFE students. This scale constituted of three sub-sections: (i) buildings and materials; (ii) teachers, and (iii) others students perceived the area in which classes held (92.82 percent), neighbourhood (91.87 percent) way to center (100 percent) and building of the centre (76.82 percent) satisfactory. 66.99 percent students reported that the temperature of the class-room was not O.K. 86.12 percent students were found to be satisfied with the sitting arrangements at their respective NFE centres whereas 71.77 percent students reported that their classes needed more equipment 92.12 percent of the students were found not to be satisfied with the equipment. Besides this 94.50 percent of the students reported that available aids were not used when they should have been used. 92.83 percent of the students were found not to be satisfied with the amount of books, work books, kits, etc., their respective class-room had. As much as 86.13 percent students reported that most of the materials used in the class were not interesting and helpful.

Coming to attitude towards teachers 82.30 percent students reported that their teachers did not know their problems and needs at the same time. 89.95 percent students reported their teacher to be friendly, 86.13 percent students perceived their teachers as liking them but 76.56 percent students reported that their teachers were not smart, 91.83 percent students described their teachers of helping nature on the other hand. 60.29 percent students reported

that their teachers made them feel bad when they made a mistake. 60.29 percent students reported that their teacher made learning fun and at the same time 54.55 percent described that their respective teachers liked teaching. 76.56 to 86.12 percent students described their respective teachers as taking interest in them, their work and their future.

Coming to the general category, 54.55 percent students described NFE classes helping in reaching their respective goals. A high percentage (89.95 percent) of students reported that more people would take NFE if they knew about it and had more information. 68.90 percent students reported that they did not know the importance of NFE classes.

C_O_N_C_L_U_S_I_O_N_S

The results indicated that there was urgent need of improvement in the NFE programmes in terms of curriculum design, instructional methods and materials. Need for arrangements for inservice and pre-service training of NFE teachers have also been revealed by the results of the study. The findings also provided adequate information about the performance on the part of students in different areas of concern and change in the attitudes of NFE students.

As has already been pointed out earlier that literature developed for Adult Education programme by State Adult Resources, and state Institute of Education was used for conducting non-formal education programmes. The findings of evaluative study have revealed that the literature thus provided was not considered to be effective by both the students and the teachers. This suggests that there is a need

for development of appropriate learning materials for the students. Second point which has emerged out of this study is that local persons interested in NFE could be utilised as NFE facilitators but they should be provided with adequate training in instructional methodology and development of instructional materials. In order to enrich the programme sound tapes, flash-cards, radiovision, dialogue groups, consciousness raising programmes and cultural activities were used and were found to be effective. Mahila club, Balwadi, Home-work supervision, Health education programme, occupational club, religious groups could attract more people than literacy classes. It was also found that these activities could be used more effectively for non-formal education of the same time NFE programme could be made optimally relevant. These findings will help the research team in developing further programmes.

CHAPTER-X

COMPENDIUM

This report presents an analysis of concept of Non-Formal Education and allied concepts. An attempt has also been made to relate non-formal education with other modes of education. Further a brief discussion of views of different philosophers regarding conceptual frame-work of NFE has also been presented in one of the chapters of the report. Chapter on review of literature presents findings of different projects conducted in India and other countries around the world. Development of model for planning and evaluating non-formal education has been presented in one of the chapters report. The present chapter summarises the findings of the project conducted in Takarma, detailed analysis of which has been presented in the previous chapter. 4 NFE facilitators, 7 community members and 418 NFE students participated in the Takarma project. This chapter alongwith findings also discusses some suggestions for further research in the area of NFE.

FINDINGS OF THE STUDY

Major findings of the study are as follows:

Need Assessment

- 1) Dropouts from primary school, young women, people from lower socio-economic level, in most of the cases were not being provided with any mode of education in the village.
- 2) Adults were found not to be attracted towards programmes concerned with literacy and numeracy work.
- 3) Adults from Halpati community were found interested in programmes concerned with development.
- 4) Majority of village people were found unconcerned with NFE programme if they are concerned with only literacy and numeracy.
- 5) Villagers participated enthusiastically in the programme concerned with child welfare, women welfare, developmental activities.
- 6) Adult people felt embarrassment in attending literacy classes but participated enthusiastically in dialogue groups.
- 7) There was no fixed time for farm labourers to work in the field. So they felt short of time to attend the classes.

8) Data revealed that if NFE programmes were tied with vocational and skill training as per requirements of village population and information about social, political, economic and occupational would provide the same would attract more people in the age group 15-35.

9) It was found that course objectives have not been stated in the adult education literature in terms of level of performance.

10) The respondents felt that there was lack of variety of learning experiences in NFE centres. Hand book for NFE facilitators was not available which then felt was essential for effective programme implementation.

11) Flexibility in enrolment dates and that one can join NFE programme when one likes was appreciated by most of the respondents.

12) NFE students were found to be satisfied with sitting arrangements but they were not satisfied with light arrangement.

13) Radio vision programmes were used for conducting programmes. NFE facilitator and students felt that audio-visual materials (facilitate learning hence) may be frequently used.

14) Programmes for skill development could not be implemented to a large extent because of want of funds and manpower.

15) It is found that teachers, representatives of NFE students, community workers were involved in curriculum planning and material development. This might possibly solve the problem of drop-outs from NFE programme and further encourage involvement among NFE clients.

Instructional Materials

16) 75 percent of the NFE facilitators felt that the goals and objectives of NFE programmes are not evidenced in the content of the printed material supplied.

17) 75 percent NFE facilitators reported that the printed books provided to NFE students did not present a chance of study of real people, real issues or things and they were not challenging to NFE students.

18) 50 percent teachers were found of the opinion that the instructional materials (content) reflected experimental communalism.

19) 50 percent NFE facilitators were of the opinion that the instructional materials do not provide adequate illustrations and visual elements. 100 percent teachers reported that there was a lack of inbuilt feed back mechanism in the system. 100 percent teachers reported that there was a lack of prompts and cues in the structures of contents.

20) Only one manual was provided to 4 NFE educators for their use which was found not to be sufficient.

21) 76.56 per cent of the NFE students reported that the teachers did not explain the purpose of the lesson of course. Besides this 66.99 per cent students also reported that the teachers did not organize their lessons before teaching.

22) A high percentage (86.12) of NFE students reported that the teacher kept the students interested in the NFE programme.

23) 92.82 per^{en}cent of the students found their respective teachers friendly and 86.12 per^{cent} of the students reported that their respective teachers were always willing to help.

24) 91.87 per^{cent} students found their teachers pleasant and happy.

Staff Competency

NFE facilitators and the programme administrators were found to agree with regards to competency of the staff involved in the programme. Both the parties observed that the NFE facilitators have not been adequately equipped with the skills required for conducting NFE programme. They are very much concerned about the lack of competency with regards to curriculum development as well as instructional material

development. The administrators and teachers themselves perceived that the teachers were lacking in the competencies required to implement the ten tasks listed in the table -a-2 Chapter -IX a peep into the task given into the said table will reveal that the tasks which the NFE facilitators were found not to be competent enough in executing were related to different aspects of curriculum development, development of objectives, management of instructions and self evaluation of teaching efficiency.

Staff pre-service and In Service Training

25) There is no provision for pre-service training for NFE educators in this district as well as at state level.

26) In the last twelve months they attended one in-service training course which was conducted by the project team.

27) 100 per cent of the NFE educators reported teaching methodology aspect of this course most important and helpful.

28) 75 per cent of the NFE teachers reported the training experience as extremely helpful, whereas 25 per cent of them described the same as moderately helpful.

29) 75 per cent teachers wanted that they should be oriented in curriculum development, teaching methodology, and individualized instruction methods and materials whereas 50 per cent gave more importance to psychology of adult learning, use of audio-visual aids, and management of NFE programmes in

2nd choice.

30) 100 per cent teachers said that they did not have reasonable access to the professional literature on NFE.

Students Attitudes

31) NFE students were found to be satisfied with the place where the classes held (92.82%) neighbourhood of the NFE centre (91.87%) and building of the centre (76.56%)(86.12)per cent students were satisfied with sitting arrangements at their respective centres.

32) 71.77 per cent students reported that their classes needed more equipments.

33) 92.83 per cent students were found not to be satisfied with the amount of books, work books, kits etc (which) their respective classroom had.

34) 82.30 per cent students were of the opinion that their teachers did not know their problems and needs, still 89.95 per cent students found their teachers friendly.

35) 54.55 per cent students described NFE classes helping in reaching their individual goals.

36) A high percentage (89.95) of students reported that more people would take NFE if they knew about it and had more information.

37) Besides these findings the investigator during the visits to NFE centres and discussion with NFE supervisors found that a large number of NFE educators did not take the interest they are expected to take establishing and strengthening their respective NFE centres. In case where NFE educator took much interest and involved himself/herself greatly in this activity, the NFE centre became centre of attraction for the village people.

38) During discussions with NFE teachers the investigator found that there was a lack of teaching aids, supply of materials. NFE teachers also required more guidance.

Student Achievement

39) 92.83 per cent students were found to demonstrate competency to use paper and coins to count to several totals where as 43.06 per cent of the students in the sample were found not to be competent to convert among quintal, kilograms and grams. Only 6.22 per cent students could competently deal with conversions related to volume measurements.

40) Only 34.45 per cent of the students were found to demonstrate competency to read employment advertisement, but only 0.96 per cent have been found capable of writing a job advertisement. 62.20 per cent of the students have been rated as not competent to write a letter to a prospective employer requesting an appointment and giving qualifying information. Percentages of students who could demonstrate competencies

connected with occupational dealings ranged between 2.87 per cent and 8.61 per cent.

41) 86.12 per cent to 92.82 per cent students were found not having knowledge of various available recreational services in the adjoining towns.

42) 91.97 per cent of the students have not been able to demonstrate competency to use the rates set by different modes of transportation to compare costs involved in a trip the individual would like to take.

43) 36.36 per cent students demonstrated competency to discuss with a resource person about the various medical and health problems.

44) Only 6.70 to 8.61 per cent of the NFE students have been able to demonstrate competency to compile a list of tasks which both parents can share before and after babies arrival

45) Systems model developed during the training programme has been found to be effective in terms of developing understanding on the part of NFE teachers about planning NFE programme.

Other Findings

i) Dialogue as a method of instruction as well as consciousness raising was found to be effective. It was observed that when there is a lack of teaching aids, dialogue can help in reaching the goal.

ii) Door to Door meetings and meetings in small interest groups were found to be effective for both education and motivation of the people.

iii) It was felt by the project team that development of communication pedagogy^g in a village setting required physical presence of the research team in the community in the initial stage ^{at least} ~~at least~~ for about 2-3 months.

iv) Clubs like farmers club, women club, Bhajan Mandal could be effective channels for educating masses and raising awareness among them.

v) During this period it was found that if approached properly government as well as non-government agencies would be willing to participate in such community based programmes.

vi) It was also observed that research team should not play the role of leadership but help the community people in development of leadership skills among the community. Therefore in almost all the cases members from the community be encouraged to play the role of leadership. This will help the people to believe that they exist and can contribute to the programmes intended to solve their problems.

vii) NFE programme could best be introduced with the help of health education or economic development programmes, it was observed.

viii) People (specially from village side) need to be introduced to agencies like banks, hospitals, post office, police station, railway station, cooperative etc. general public services which are meant for their service and which they generally hesitate to use to optimal level. This will also help them to save themselves from the exploitation by middleman.

ix) Participatory approach for training of NFE facilitators was found to be useful and effective.

CONCLUSIONS AND IMPLICATIONS

Since the participants of NFE programme, specially in rural areas are farmers, milkmen, mothers and farm workers. The focus of NFE programme has to be on the real and immediate problems of the learners. The programme should help the villagers in examining possible solutions to their problems. Therefore the NFE programmes must be based on the problems for the immediate environment.

Findings of the study have revealed that in general neither the majority of the officials nor the village population really understand that an educational programme such as NFE is designed to help the people improve directly their quality of life.

In most of the cases, the NFE programmes are more academic, fact-oriented, teacher centred and do not adjust to specific community needs. The lack of adequately trained personnel who are experienced in the implementation of the NFE programmes affect effectiveness of NFE programmes adversely. Books and literature used for NFE programmes need to be restructured and revised. Training programmes for NFE facilitators need to be developed. Formal class-room teacher may not successfully implement NFE. Participatory approach could successfully be used for training of NFE facilitators. The model developed for planning and implementing NFE programme and reported in this report could be one of the major components of the training programme. Integrated approach could be useful for development of NFE programmes. NFE programmes could be introduced more effectively if they are based on the immediate needs of the people involved in the programme. Involvement of NFE clients from the very beginning i.e. from the stage of the survey through planning to implementation has been found useful in developing NFE programme. It has been experienced during the project that the role of NFE facilitator is not only different from that of formal class-room teacher but is doubly difficult. Therefore there is an urgent need for developing strategies for pre-service training and in-service training. Success of implementation of NFE programmes to a great extent will depend on the facilitators' abilities.

While recruiting staff for NFE programmes adequate importance be given to practical experience, understanding of NFE (education) and rural problems on the part of the candidates. NFE facilitator with the help of experts may organize participatory orientation programmes for training of part time volunteers participatory-
ing in the programme. This will help in developing skills (among them) required for conducting NFE programmes. NFE centres need to be gradually supplemented by interest groups. Besides this a core technical staff should be established to continuously review existing curricula, and instructional materials from time to time, develop learning packages, help in developing learning experiences and to organize training and refresher courses for NFE facilitators and volunteers.

Results of the study suggest that effective utilization of the potential of educational technology could, possibly, help in reaching a sizeable rural population which is both widely dispersed and isolated. The multimedia including radiovision should be employed in a co-ordinated manner. NFE centers need to be equipped with teaching materials and aids. Use of Audio-visual aids need to be encouraged. Prototype curriculum and instructional materials could be prepared at a central place and distributed among NFE centres but the same must be updated as per local needs. There can not be a standard package programme of NFE for all the centres. Personal contacts and

door to door contact programmes help in motivating the learners and reinforcing the messages. Such contact programmes are concerned with organization in the community. Results also suggested that local organization could be effectively used for development and implementation of NFE programmes. Such a platform can help in mobilizing local human resources, to volunteer their time and effort for NFE programmes. Strategies for doing this must emphasize involvement of local volunteers from the initial stages.

Study has also revealed that influence of the local leaders and the local priest appear to have significant effect on NFE programmes. These people will possibly, result in success of the programme and will also help in developing acceptance on the part of the local people which is essential for development of programme as such. The NFE programme, it has been indicated by the study, must gain the support and approval of the local power structure if it has to be effective. Secondly the programme should emphasize on grooming rural youth to work as volunteers because they provide the much needed leadership pool, for conducting community based project like non-formal education.

Mass media like 'Radio' has not been optimally utilized in India for community based educational programmes. Radiovision was tried out in this project and found effective. Radiovision groups could be set-up to utilize the potential of Radio for Rural Education. Tape recorder could also be frequently used

for conducting dialogue groups. This can also help in extension of Radio. Such groups have been found effective in consciousness raising. Use of news papers and weeklies through dialogue groups is also possible. News boards could be set up in the community at central locations. The feed back system needs to be developed because it may possibly provide a better chance to participants of NFE programmes to communicate their needs, interests and desires to the agencies concerned with NFE programmes. Attempts could be made to develop such a system. This would possibly be more useful for conducting research in the field of NFE. Following aspects of NFE might attract researchers' attention on priority basis :

- 1) Developing tools and techniques for assessment of needs and rate priorities among them.
- 2) Effects of participation of client groups in the planning and management of research in NFE, on development of NFE programmes.
- 3) Measurement of personality and characteristics of NFE educators may provide data for selection of key NFE personnel.
- 4) Studies of interpersonal interactions may provide useful data for organizing interest groups.
- 5) Studies may also concentrate on social and economic benefits of literacy, skill training and NFE programmes as a whole.

6) The cost-benefit analysis of NFE programmes also warrants researchers' attention.

7) Research in methodologies and content of NFE may provide data for designing effective instructional models for NFE.

8) Effective utilization and mobilization of human, social and commercial resources could be an another area of research.

9) Selection of appropriate educational technologies also warrants urgent research probe.

10) Research related to planning, implementation, evaluation of NFE programmes might provide data for effective organization and management of NFE.

11) Development of a continuous feed back system in an on going NFE programme to monitor or effect specific or comprehensive changes may be an another area of work.

12) Methodology to collect baseline data with a view to reduce diagnostic time in order to permit early decision making warrant research on priority basis.

13) Studies related to effectiveness of mass communication media in NFE may provide data for planning strategies for utilization of potential of mass media.

These are a few suggestions, there could be many more areas which may warrant urgent research probe.

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ડિપાર્ટમેન્ટ ઓફ ગેજેટરન,
દક્ષિણ ગુજરાત યુનિવર્સિટી,
સુરત-૭

ગ્રામ સર્વેક્ષણ પ્રભાવણી

અ) સામાન્ય માહિતી

૧. નામ:-

ગામ:-

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૩. વિસ્તાર (ચોરસ)

ગામ:-

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રાજ્ય:-

૪. કુલ જમીન (બેતી લાચક)

- કુલ જમીન:-

- ખેતર બેડાખાં બાવતી જમીન:-

- બીજી બેતી લાચક જમીન ખાં જમીં બેડ યતી નથી:-

- બેતીખાં ઉપયોગી નહીં થેલી જમીન:-

- જમીનની પ્રકાર:-

૫. દેશની ખાસકાંઠે બાવક:-

સાં જમીની ખાસકાંઠે બાવક:-

ગામની ખાસકાંઠે બાવક:-

5. अन्तिम प्रश्न :-

ਟੈਸਟਾਂ ਨਾਮਪ੍ਰਤਿ :-

७) **पत्नी विधवा**

1. **नाम:-** **पिता:** **पुत्र:**
पत्नी: **वयः**

ਉਸਤ: ਮੁਖ:

2. RECEIVED

પટેલ ક્ષેત્રી: રાજકુલ:

अनादिपति प्रमाणः : प्रमाणः :

ਮੀਤਰ: ਪਾਤਿਸ਼ਾਹ:

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૩. મહુમુમિલ જાણીઓ:

44-38861-101

१. इष्टम नियोगः

香港經濟學及社會學系

૧. ક્રે સી રી સે સે ?

૨. આશ્કાનો ઉપયોગ :

3. ਸਰੋਤਾਂ ਅਤੇ ਰਸਮੀ

૪. ગ્રામ પંચાયતના સભ્યો તેમજ ગ્રામ પંચાયતની વિવિધ કામખોરોનો વિમલો:

અવધાન શિક્ષણ પ્રોજેક્ટ

જામ

દક્ષિણ ગુજરાત યુનિવર્સિટી,
સુરત-૭

ગ્રામ વિડાલ માટેની જરૂરિયાતોનું સર્વેક્ષણ

ગામ :

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જિલ્લો :

અભિવાનનું નામ :-

અભિવાનનું પુરું સરનામું :

વ્યવસાય :

શૈક્ષણિક લાયકાત :

સામાજિક કોદો :

૧) શૈક્ષણિક

અવસ્થા, સમવડની દૃષ્ટિએ અંતર, ખર્ચ સંચાલન અંગેનો બ્યાલ,

અ. ઉચ્ચ શિક્ષણ -

બ. ઉચ્ચ માધ્યમિક શાળા -

ક. માધ્યમિક શાળા -

ડ. પ્રાથમિક શાળા -

ઇ. પૂર્વ પ્રાથમિક શાળા -

૨) આર્થિક

અ. ગામનો આર્થિક દરજ્જો અંગે : (સ્પર્ધિતા પહેલા અને પછીનો બ્યાલ)

બ. આર્થિકતાના પુખ્ત અવસ્થાઓ :

૩) વાહન વ્યવહાર / વાહન ડેરેક્ટર

અ. ગામમાં ઉપલબ્ધ સાધનો:

૧. એસ. ટી. વી સગવડનું વર્ગ (લાલુકા, લહેર અને મુખ્ય લહેરો સાથે)

૬. રેલ્વે:

૭. દરરોજની સરાસરી માનવ ડેરેક્ટરની સંખ્યા:

૮. લહેરમાં કેટલા જાય છે અને ન જાય તે માટે શું કરવું જોઈએ?

૪) વૈદ્ય સગવડ અંગેની સામાન્ય વ્યવસ્થાની જ્વાલ :

૫) શૈક્ષણિક સંસ્થા સિવાયની અન્ય સામાજિક સંસ્થાઓ (ટ્રેડમાં માસ્ટરી):

૬) ગામમાં અસ્થિત વ ધરાવતા રાજકીય પક્ષો તેમજ ગ્રામ વિકાસમાં તેમનું વલણ:

૭) ગામમાં સહકારી પ્રવૃત્તિઓ

૮) ગ્રામજનો માટે માનદ પ્રમોશન સગવડ:

૯) ગ્રામ વિકાસને મદદરૂપ સેવા વિવિધ સરકારી મદદ:

અ: સંસ્થાવિહીન વ્યક્તિ:

બ: ગ્રામજનોની મજાપ્રાપ્ત

૧૦) ગામમાં મુખ્ય પાક. ૧.

૨.

૩.

૪.

૫.

૧૧) ગ્રામજનોની મુખ્ય માહાર. (મનાજ, વાનગી)

૧૨) ગ્રામજનોના પહેરવેશ બગેરું કર્ન:

૧૩) રહેઠાણ:

૧૪) ખાસીની સમવડ:

૧૫) ગામના તેમજ અન્ય ગામોની સાથે જોડાતા માર્ગોનું કર્ન.

૧૬) રક્તદાન, સહુદાન જેવી પ્રવૃત્તિઓ બગેરું સામાન્ય બનાવ:

૧૭) સરકારી તેમજ સ્વેચ્છિક સંસ્થાઓ દ્વારા ખાતી જેટલાય સુવિધાઓનું કર્ન. (કા.ન. વિદ્યાપાલ 'સ', પોષક માહાર, છિન્નતી રસો, બલિયા, બી.સી.જી. પલિયા બગેરું ઇ-યાદી)

૧૮) ગામની પરદેશમાં વસવાટ કરતી વ્યક્તિઓ વિશેની વિગતો

૧૯) ગામના ક્ષય સ્થાનો અને તેમનું પ્રદાન.

અવેશક શિક્ષણ પ્રોજેક્ટ

ડિપાર્ટમેન્ટ ઓફ એજ્યુકેશન,
કર્મીશ ગુજરાત યુનિવર્સિટી,
સુરત-૭

કુટુંબ સર્વેક્ષણ પ્રભાવશીલ

૧. કુટુંબ સર્વેક્ષણ સામાન્ય માહિતી

૧. કુટુંબના વડાનું નામ:-

૨. જાતિ:

૩. સ્ત્રી/પુરુષ:

૪. ઉંમર:

૫. અવસ્થા:

૬. મુખ્ય ધંધો:

૭. ગૌણ ધંધો:

૮. વાર્ષિક આવક (મુખ્ય અને ગૌણ ધંધાઓથી)

૨. તમારા ઘરમાંથી તમોં અમારા કાર્યક્રમને લી રહે ખદક ક્રમ ઘઉં લડો? (માર્ષિક, માનવ બાની સહકાર, વ્યવસ્થા, પ્રચાર)

માર્ષિક:-

માનવબળ:-

વ્યવસ્થા:

પ્રચાર:

૩. અનોખવારિક શિક્ષણનો પ્રબંધ

૧. અનુક્રમ સમય

કેટલી સમય?

અઠવાડિયામાં કેટલા દિવસ રજા

૧. કુટુંબી

૨. જાતી

૩. વાણકી

૫. રહેઠાણ

૧. કુલ મો રડાની સંખ્યા :

૨. કુલ કોલરજીન માસરે :

૩. હવા ઉજાણની સમયક

સૌથી સારી :

સારી :

સાધારણ :

નદિકા :

કિલકુલ નહીં.....

૪. જાજરુ :

બાથરુમ :

કુમાડિયું :

સૌથી ખાડા : કોરે.

૫. તળેલી મલાયદો / ચર સયો :

૬. મડાનનો પ્રકાર : મોટું / નાનું

૭. પાડું / છટેરી / ડુંપડું / માટી / ટેન્ડ

૮. ખોલની માલિકી / સરકારી / ભાડુની

૯. વીજળી :

૧૦. પાણી :

૬. બેલી

૧. જમીન તેમજ માનવજાત અંગે.

૧. તમારી ખોલની જમીન -

૨. અન્યની જમીન -

૩. અન્યને ખેડાણ મથકે બાંધેલી જમીન -

૪. બિન ખેડાણ જમીન -

૫. ઊંચલા પાણી વર્ષ દરમ્યાનની બેડર દરેક સરાસરી માવડ -

૬. ઊંચલા પાણી વર્ષ દરમ્યાનની બેડર દરેક સરાસરી ખર્ચ -

૭. બેલી માટે સરકારી મદદ -

૮. બેલી માટે ખજૂરી બજીની સમયકતા -

૯. બેલી માટે ખજૂરી બજીની સમયકતા -

૧૦. પાણી વર્ષ પહેલાં અને બાકી સરખામણી કરતાં ખજૂરીના દર અને ખજૂર ક્યાંક

કાન્યાકાન અંગે ખબરો -

બ: સાધનો, કુવિધાઓ.

ગાડું -

કાપો -

ટ્રેક્ટર -

ખેડેર -

ધંપ -

૭. જરૂરિયાતો

૧. ખાદ્ય -

૨. સામાજિક -

૩. શિક્ષણિક -

૪. શૈક્ષણિક -

૫. સ્વાસ્થ્ય -

૬. વ્યવસાયિક -

૭. ખોરાક -

૮. ખેતી -

૯. સંસ્કાર -

૮. તાર્કિક

તમારા ઘરના કયા સભ્યો કયા કોમ્પ્યુટર તાલિમ / શિક્ષણ / મદદના જરૂર છે?

૯. સ્વાસ્થ્ય

૧. મદિગી કેવા પ્રકારના છે? લાંબા ગાળાની / ટૂંકાગાળાની

૧. ઘરની બહાર મદિગી મહે છે ત્યારે ઘરનાં કોણે ઉપચાર કરી છે? હા / ના

ઉત્તર 'હા' હોય તો કેવા?

૨. સરકારી દવાખાનાની મદદ લી છે? જો ન લેતા હો તો શા માટે?

૩. તમારા ગામમાં વેડકોમ સારવારની વ્યવસ્થા છે? તેને વધુ સારી બનાવવા શું સૂચવી છે

૪. તમારે ઘેર મેલરિયાનો ડર્યાસો ખાધે છે? કોઈકવાર દવા લીધી છે?
કેટલી વાર? નથી લેતા તો શા માટે?

૫. કુટુંબ નિયોજન મેટલે હું તે તમે જાણો છો? (કુટુંબ નિયોજન માટે વપરાતી
ગુદી ગુદો રીંગો વિશે તેમો હું જાણો છો તે ચકાસવું)

૬. કુટુંબ નિયોજન ને કુટુંબની મજાલ માટે જરૂરી છે તે સમજાવવામાં ખાધે અને
તમે લગ્નો તો ને લગીડાસો? શા માટે તમારે હું કહું જોઈએ?

૧૦. સ્થાનિક સ્વરાજ્યની સંખ્યા

૧. નાગરિક તરીકે તમારો કિસ્સો:

૨. વધુ કાર્યભાર ધાપ ને માટેનું સૂચનો:

૩. મુખ્ય ખામી/દોષ કયાથી :

૪. ખામી દૂર કરવા માટે સૂચનો આપો:

૫. જ્યારે જ્યારે ચૂંટણી ધાપ છે ત્યારે મત આપતી બાતે હું બાતમાં રાખી છો?
(રાજકોમ પાળતો ટંકેશી/શાસિબાદ/ધર્મ/વડોલ બગર મેતાના કહેવાથી / બાતાય)

૧૧. પાલન વ્યવહારની સાધનોની ઉપલબ્ધિ

- ગાડું :

- સાયકલ :

- રૂટર :

- અન્ય :

૧૨. તમારા બપડો કેમને સાપામાં દાખલ કર્યા જ નથી તેમનાં નામ આપો.

૧.

૨.

૩.

- કાસો: અ) વાલમી દફત્રે -
 બ) બળકમી દફત્રે -

૧૩. છેલ્લા પાંચ વર્ષ દરમિયાનમાં કુટુંબનાં સભ્યો પૈકી ગામ છોડીને જનાર વ્યક્તિઓનાં નામ:

નામ	રજીસ્ટ્રેશનનું સ્થાન	નવો વ્યવસાય	ખાવડ
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૧.

૨.

૩.

૧૪. જેતી વિષયક જ્ઞાન

ગ્રામ સેવક માસેથી નસેની બાબતમાં ખાકિની જાણી હો ખરી? જોવા.

અ) સાકું કિયાસ (સંખ્યા) :

બ) ખાતર (ઉપયોગ) :

ક) જંતુનાશક છત્રાણોના ઉપયોગ અંગે (રોગ ખાતર) :

ડ) જેતી વિષયક અન્ય માકિની :

(સરકારી મદદ, સાર્થકોની મસારકામ ઇત્યાદિ)

છ) રાડયો, ટેલાવગ્ગન ઇત્યાદિના જેતી વિષયક કાર્યક્રમો વિશે નમિત્રાય:

છી) જેતી, પશુપાલન પ્રદર્શનની મુલાકાતી તેમજ કિસાન સમીક્ષાના કાર્યો અંગે:

ચન્મા:

૧૫-૧-૮૦

NEEDS ASSESSMENT
(COMMENTS FROM NFE TEACHERS)

1. Are there groups of adults in your community not presently being reached by the literacy education of the local Non-formal Education program ?

Yes _____ No _____

2. If yes, please indicate the types of individuals not presently being served.

3. Please list any educational problems which, in your opinion, the local Non-formal Education program should address.

4. Indicate the strengths of the NFE program which you feel could be expanded or improved for greater utilization of resources.

5. Indicate the shortcomings of the NFE program which you feel could be improved. All programs should begin and end at the same time.

6. Using the scale below, rate the following items in order of needed improvement.

1	2	3	4	5
Needs most improvement		Adequate but could be improved		Does not need improvement.

- _____ In-service training
- _____ Curriculum materials
- _____ Instructional methods of teachers
- _____ Attitude of students toward program
- _____ Design of ABE curriculum
- _____ Recruitment and public relations

7. Beginning with the most critical, what are the main problems you face as a NFE teacher?

8. What do you feel are the greatest needs for making this a better NFE program?

9. What do you feel is your greatest need as a NPE teacher?
The ability to get more people involved.

10. Please write comments made by your students which indicate long-range advantages and/or disadvantages they have experienced as a result of the NPE program.

11. Please write what you believe to be the personal and professional advantages and/or disadvantages you have experienced as a result of being a teacher in the NPE program.

12. Please comment on any concerns you have about teaching adults which have not been covered by the questions above.

NEEDS ASSESSMENT FORM
(COMMENTS FROM NEW STUDENTS)

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1. ARE THERE ADULTS THAT YOU KNOW OF WHO COULD BE HELPED
BY A PROGRAM LIKE THIS ? YES _____ NO _____

2. IF YOU CHECKED YES, DO YOU KNOW WHY THEY DON'T COME ?

3. IF YOU CHECKED YES TO NUMBER 1, CHECK WHAT YOU THINK
THEY MIGHT LIKE TO LEARN.

_____ INFORMATION ABOUT SEWING, KNITTING, CROCHETING

_____ INFORMATION ABOUT COOKING, CANNING, FREEZING

_____ INFORMATION ABOUT BORROWING MONEY, CREDIT,
TAXES

_____ INFORMATION ABOUT HEALTH AND SAFETY

_____ INFORMATION ABOUT DRIVING.

_____ INFORMATION ABOUT VOTING AND CITIZENSHIP

_____ INFORMATION ABOUT HOW TO GET A JOB

_____ INFORMATION ABOUT OTHER THINGS--PLEASE LIST
WHAT THEY ARE

4. CHECK THOSE THINGS WHICH YOU WOULD LIKE TO HAVE AS PART OF THE COURSE YOU ARE NOW TAKING.

_____ INFORMATION ABOUT SEWING, KNITTING, CROCHETING
_____ INFORMATION ABOUT COOKING, CANNING.
_____ INFORMATION ABOUT BORROWING MONEY, CREDIT, TAXES
_____ INFORMATION ABOUT HEALTH AND SAFETY
_____ INFORMATION ABOUT VOTING AND CITIZENSHIP
_____ INFORMATION ABOUT HOW TO GET A JOB
_____ INFORMATION ABOUT OTHER THINGS-PLEASE TELL WHAT THEY ARE

5. CHECK THOSE THINGS THAT NEED IMPROVING IN THE PROGRAM YOU ATTEND.

_____ BOOKS AND WORKBOOKS
_____ THE WAY THE TEACHER TEACHES
_____ THE NUMBER OF SUBJECTS TAUGHT
_____ THE LIGHTING IN THE CLASSROOM
_____ THE WAY THE STUDENTS FEEL ABOUT THE PROGRAM

6. SUGGEST OTHER THINGS COULD BE DONE TO IMPROVE THE PROGRAM YOU ATTEND ?

_____ OFFER COURSES AT DIFFERENT TIMES
_____ OFFER COURSES OF SUBJECTS OTHER THAN READING, WRITING, AND ARITHMETIC
_____ PROVIDE HELPERS FOR THE TEACHER

____ PROVIDE A BETTER PLACE FOR THE CLASS TO
MEET

____ PROVIDE TRANSPORTATION TO CLASS

____ OTHER

7. MY REASON FOR COMING TO THIS CLASS IS :

8. MY GOAL IS :

622
(6) 424

NEEDS ASSESSMENT
(COMMENTS FROM LOCAL CITIZENS)

1. How familiar are you with the concept of Non-Formal Education ? (Literacy education for adults) very familiar _____ Reasonably familiar _____ vaguely familiar _____ Not at all familiar _____
2. How familiar are you with the Non-formal Education program in operation in ^{Shuru} District ? Very familiar _____ Reasonably familiar _____ Vaguely familiar _____ Not at all familiar _____
3. Have you had occasion to employ or hear people express opinions about the program or people who have attended the program ? Yes _____ No _____
4. If yes, please list some of your observations or comments that you have heard.

5. Are there groups of adults in your community not presently being reached by the literacy education of the local Education program ? Yes _____ No _____
6. If yes, please indicate the types of individuals not presently being served.

7. If yes, do you know why they don't attend the Non-formal Education program being offered ?

8. List the kinds of things in addition to reading, writing and arithmetic which you think the local Non-formal Education program should address.

9. Please comment on how well (or how poorly) the Non-formal Education program is operating in your community.

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**STAFF COMPETENCY APPRAISAL
(TEACHERS FORM)**

Name _____ Title _____

Teachers in the field of Non-formal Education possess certain competencies that enable them to function in the role of a teacher. These competencies may have been obtained through formal education or practical experience. How they were obtained is not important. What is important is that they are present when an individual functions as an NFE teacher.

A list of competencies developed from prior investigations about adult educators is given below. The list represents a summary of skills needed by NFE teachers to function effectively.

Directions: In the next few days your administrator will arrange for the two of you to talk about this list of competencies. It will be helpful if prior to that meeting you have checked that number you feel best describes your development of each competency. The purpose of this meeting is to help you in your continuing professional development as an NFE teacher. It is in no way tied to merit ratings, salary schedules, or tenure.

1	2	3	4	5
I cannot Perform that skill very well		I can perform that skill but need help to do it better.		I can perform that skill well enough to apply it when necessary.

Adopted from D.W. Mocker. A Report on the Identification, Clarification and Ranking of Competencies appropriate for Adult Basic Education Teachers. Kansas city Missouri : University of Missouri, Kansas city, Center for Resource Development in Adult Education, 1974.

- _____ 1. Adapt curriculum to the needs of the adult student.
- _____ 2. Demonstrate personal skill in the processes of reading, writing, arithmetic as well as in other basic areas of the NFE curriculum.
- _____ 3. Organize a plan of skill instruction that demonstrates appropriate sequence, continuity, and integration.
- _____ 4. Identify needs of individual learners.
- _____ 5. Identify the basis of mutual respect between teacher and student.
- _____ 6. Develop a climate that will encourage students to participate.
- _____ 7. Plan instruction to begin at the students' learning level.
- _____ 8. Develop within the adult student a sense of confidence.
- _____ 9. Develop within the adult a sense of his/her progress and abilities.
- _____ 10. Evaluate teaching effectiveness.
- _____ 11. Modify teaching to accommodate individual and group learner characteristics.
- _____ 12. Plan instruction for individual students.
- _____ 13. Prescribe instructional materials which will meet the abilities of the student.
- _____ 14. Evaluate student progress and provide continuous feedback.
- _____ 15. Relate subject matter to the student.
- _____ 16. Coordinate and supervise classroom activities.
- _____ 17. Help the adult student to determine personal learning objectives and become a self-directed learner.

- _____ 18. Arrange flexible grouping for learning.
- _____ 19. Plan learning experiences for students which will improve word recognition and comprehension skills.
- _____ 20. Develop and use a system to keep records for each student.
- _____ 21. Diagnose deficiencies in students' basic computational and reading skills.
- _____ 22. Select and use techniques for particular learning tasks.
- _____ 23. Provide practice activities that reinforce classroom instruction.
- _____ 24. Plan independent study effectively with student.
- _____ 25. Select instructional approaches to remedy deficiencies in reading.
- _____ 26. Select instructional approaches to remedy deficiencies in computation.
- _____ 27. Devise techniques to facilitate recall.
- _____ 28. Demonstrate procedures for determining the instructional reading level of a student.
- _____ 29. Help the student develop perceptual processes (Visual and auditory discrimination, fluency in speaking and writing).
- _____ 30. Administer, select, and interpret results of tests that will yield necessary data on needs and interests of students.
- _____ 31. Formulate instructional objectives and devise a system for involving students in this process.

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007

**STAFF COMPETENCY APPRAISAL
(ADMINISTRATOR'S FORM)**

Name _____ Title _____

Teachers in the field of Non-formal Education possess certain competencies that enable them to function in the role of a teacher. These competencies may have been obtained through formal education or practical experience. How they were obtained is not important. What is important is that they are present when an individual functions as a NFE teacher.

A list of competencies developed from prior investigations about adult educators is given below. The list represents a summary of skills needed by NFE teachers to function effectively.

Directions: Please assess the competencies of each NFE teacher according to the scale given below. Each teacher will be given a similar form for their personal assessment of their competencies. Upon completion of the staff competency Appraisal for each teacher, arrange a conference with each teacher to discuss the assessment. The purpose of the meeting is to aid the teachers in their continued professional development. It is in no way tied to merit ratings, salary schedules, or tenure.

1	2	3	4	5
Teacher Cannot perform that skill very well.		Teacher can perform that skill but needs help to do it better.		Teacher can perform that skill well enough to apply it when necessary

(Adapted from D.W. Meeker. A Report on the Identification, Classification, and Ranking of Competencies Appropriate for Adult Basic Education Teachers). Kansas City, Missouri : University of Missouri-Kansas City, Center for Resource Development in Adult Education, 1974.

- _____ 1. Adapts curriculum to the needs of the adult student.
- _____ 2. Demonstrates personal skill in the processes of reading, writing, arithmetic as well as in other basic areas of the NFE curriculum.
- _____ 3. Organizes a plan of skill instruction that demonstrates appropriate sequence, continuity and integration.
- _____ 4. Identifies needs of individual learners.
- _____ 5. Identifies the basis of mutual respect between teacher and student.
- _____ 6. Develops a climate that will encourage students to participate.
- _____ 7. Plans instruction to begin at the student's learning level.
- _____ 8. Develops within the adult a sense of confidence.
- _____ 9. Develops within the adult a sense of his/her progress and abilities.
- _____ 10. Evaluates teaching effectiveness.
- _____ 11. Modifies teaching to accommodate individual and group learner characteristics.
- _____ 12. Plans instruction for individual students.
- _____ 13. Prescribes instructional materials which will meet the abilities of the student.

- _____ 14. Evaluates student progress and provides continuous feedback.
- _____ 15. Relates subject matter to the student.
- _____ 16. Coordinates and supervises classroom activities.
- _____ 17. Helps the adult student to determine personal learning objectives and become a self-directed learner.
- _____ 18. Arranges flexible grouping for learning
- _____ 19. Plans learning experiences for students which will improve word recognition and comprehension skills.
- _____ 20. Develops and uses a system to keep records for each student.
- _____ 21. Diagnoses deficiencies in students' basic computational and reading skills.
- _____ 22. Selects and uses techniques for particular learning tasks.
- _____ 23. Provides practice activities that ~~that~~ reinforce classroom instruction.
- _____ 24. Plans independent study effectively with student.
- _____ 25. Selects instructional approaches to remedy deficiencies in reading.
- _____ 26. Selects instructional approaches to remedy deficiencies in computation.

- _____ 27. Devises techniques to facilitate recall.
- _____ 28. Demonstrates procedures for determining the instructional reading level of a student.
- _____ 29. Demonstrates procedures for determining the instructional reading level of a student.
- _____ 30. Administers, selects, and interprets results of tests that will yield necessary data on needs and interests of students.
- _____ 31. Formulates instructional objectives and devises a system for involving students in this process.

STAFF PRE - SERVICE AND IN - SERVICE TRAINING APPRAISAL
(TEACHERS FORM)

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Pre-Service Training

1. Please indicate the extent you have professionally prepared yourself to work in non-formal education programme.
- (a) _____ Have taken one or more undergraduate courses in the area of NFE adult psychology, or non-formal education, etc.
- (b) _____ Have taken one or more graduate courses in the area of NFE adult psychology, or non-formal education, etc.
- (c) _____ Have attended one or more teacher training summer institutes for NFE.
- (d) _____ Have attended meetings of the Adult Basic Education Association.
- (e) _____ Have attended non-credit short term conferences or workshops on non-formal education.
2. Were you a participant in an NFE pre-service training program prior to beginning teaching in NFE ?
- (a) _____ Yes
- (b) _____ No (If no, omit Questions 3 through 7 and begin with Question 8)

Adopted from Department of Adult Education, The Florida State University. An evaluation of the Mid Alabama Adult and Vocational Education, Demonstration Training Center (July through June 1973). Tallahassee, Florida. The Florida State University, 1973.

3. What was the duration of this pre-service training program ?

- (a)_____ 1 day or less
- (b)_____ 2-3-days
- (c)_____ 4 day to 1 week
- (d)_____ 8 days to 2 weeks
- (e)_____ 13 days to 3 weeks
- (f)_____ More than 3 weeks

4. How would you rate the usefulness of this pre-service training program to you as a beginning NFE teacher ?

- (a)_____ Extremely helpful
- (b)_____ Moderately helpful
- (c)_____ of very little help
- (d)_____ of no help

5. What was the content of your pre-service training ?
(Check all that apply.)

- (a)_____ Purpose and philosophy of NFE
- (b)_____ Characteristics of NFE students
- (c)_____ Working with aides or paraprofessionals
- (d)_____ Developing behavioral objectives
- (e)_____ Individualized instruction
- (f)_____ Use of methods and techniques (i.e. role playing, group discussions, skits, debates, etc.)
- (g)_____ Use of audio-visuals and equipment

- (h) _____ Curriculum planning
- (i) _____ Selection, preparation or use of materials
- (j) _____ Record keeping, rules, and regulations
- (k) _____ Testing and evaluation.
- (l) _____ Diagnosing reading difficulties
- (m) _____ Recruitment and retention
- (n) _____ Counseling and guidance
- (o) _____ Psychology of adult learning
- (p) _____ All of the above
- (q) _____ None of the above
- (r) _____ Other (Please specify)
-
-

6. Of those content areas checked in Item 5 above, which one was most helpful ?

7. Of those content areas checked in Item 5 above, which one was least helpful ?

8. Do you feel that there are adequate provisions for pre-service training ?

- (a) _____ Yes (If yes, omit Question 9)
- (b) _____ No

9. Is your criticism of the pre-service training related to:

- (a) _____ Insufficient quantity
- (b) _____ Insufficient quality
- (c) _____ Both

II. In-service Training

10. During the past 12 months have you been a participant in an in-service training activity ?

_____ Yes but not related to NFE

(a) _____ Yes

(b) _____ No (if no. omit questions 10 through 16 and begin with question 17)

11. In how many such in-service training activities have you participated over the last 12 months ?

(a) _____ 1-3 programs

(b) _____ 4-6 programs

(c) _____ 7-9 programs

(d) _____ 10-12 programs

(e) _____ 13 or more programs

12. How many days of in-service training for NFE have you had in the past 12 months (1 day equals 8 hours) ?

(a) _____ 1-3 days

(b) _____ 4-6 days

(c) _____ 7-9 days

(d) _____ 10-12 days

(e) _____ 13 or more days

13. In general, rate the degree to which your in-service training experiences of the past twelve months have been helpful in improving your effectiveness in NFE.

(a) _____ Extremely helpful

(b) _____ Moderately helpful

(c) _____ Of very little help

(d) _____ Of no help

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14. What was the content of your in-service training?
(Check all that apply).

- (a) _____ Purpose and philosophy of NFE
- (b) _____ Characteristics of NFE students
- (c) _____ Working with aides or paraprofessionals
- (d) _____ Developing behavioral objectives
- (e) _____ Individualizing instruction
- (f) _____ Use of methods and techniques (i.e. role playing, group discussions, skits, debates, etc.)

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INSTRUCTIONAL METHODS APPRAISAL

(STUDENTS FORM)

DIRECTIONS TO STUDENTS: IN ORDER TO GET INFORMATION WHICH CAN HELP TO IMPROVE INSTRUCTION IN THE ADULT EDUCATION PROGRAM, YOU ARE ASKED TO RATE YOUR TEACHER ON EACH OF THE ITEMS LISTED BELOW. PLEASE DESCRIBE YOUR TEACHER BY CHECKING (☒) EITHER ALWAYS, SOMETIMES, OR NEVER TO EACH OF THE SENTENCES LISTED BELOW.

ALWAYS SOMETIMES NEVER

- | | | | |
|-------|-------|-------|---|
| _____ | _____ | _____ | 1. THE TEACHER EXPLAINS THE PURPOSE OF THE LESSON OR COURSE. |
| _____ | _____ | _____ | 2. THE TEACHER HAS THE COURSE OR LESSON ORGANIZED. |
| _____ | _____ | _____ | 3. THE MATERIALS USED IN CLASS RELATE TO THE PURPOSE OF THE COURSE. |
| _____ | _____ | _____ | 4. THE TEACHER'S EXPLANATIONS ABOUT THE SUBJECT ARE CLEAR. |
| _____ | _____ | _____ | 5. THE ASSIGNMENTS MADE BY THE TEACHER ARE CLEAR. |
| _____ | _____ | _____ | 6. THE ASSIGNMENTS RELATE TO THE WORK DONE IN CLASS. |
| _____ | _____ | _____ | 7. THE TEACHER KEEPS THE STUDENTS INTERESTED. |
| _____ | _____ | _____ | 8. THE TEACHER HELPS THE STUDENTS TO THINK FOR THEMSELVES. |

Adopted from Dr. Hugh stickler, The Florida state University. Teacher Rating scale. Unpublished questionnaire, Department of Higher Education. College of Education. The Florida State University, Tallahassee, Florida, (No Date).

ALWAYS SOMETIMES NEVER

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_____ 9. THE TEACHER'S TESTS AND GRADES
_____ ARE FAIR.

_____ 10. THE TEACHER IS FRIENDLY.

_____ 11. THE TEACHER IS WILLING TO HELP.

_____ 12. THE TEACHER IS HONEST IN ADMIT-
_____ TING WHEN HE DOES NOT KNOW.

_____ 13. THE TEACHER'S SPEECH AND VOICE
_____ ARE EASY TO UNDERSTAND.

_____ 14. THE TEACHER IS PLEASANT AND
_____ HAPPY.

_____ 15. THE TEACHER RELATES THE LESSON
_____ OR COURSE TO OTHER FIELDS AND
_____ TO PRESENT DAY PROBLEMS.

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INSTRUCTIONAL MATERIALS APPRAISAL
(TEACHERS FORM)

Name _____ Title _____

Directions: Please indicate your judgment of each factor as it relates to the instructional materials employed in the NFE program.

YES NO CAN'T
 DECIDE

I. Goal and Objective Oriented. The content of the presentation is goals oriented.

- | | | |
|-------|----|--|
| _____ | 1. | The goals and objectives are defined and evidenced in the content of the materials. |
| _____ | 2. | The material seems to achieve its stated goals or objectives. |
| _____ | 3. | The content of the materials is free from implied messages which contradict the stated goal (s) or objectives (s). |
| _____ | 4. | The goals, objectives, and general content of the material are adequately conveyed through this medium. |

II. Objectivity. The content presents information in a fair and impartial way. It does not favor one aspect, event, issue, or group over another.

- | | | |
|-------|----|---|
| _____ | 1. | Positive and negative aspects are presented in an objective manner. |
| _____ | 2. | The material presents a study of real people, real issues, and/or things. |

- _____ 3. The material's content presents controversial points of view but all positions are presented in a fair and impartial manner.
- _____ 4. The material is free from promoting or propagandizing special interests.
- _____ 5. The material is free of portraying one group, place, thing, issue, or event over another.
- _____ 6. The presentation excludes the use of harmful generalisations and stereotypes.

III. Promotes understanding. Content prevents other people, places, and things without negative undertones.

- _____ 1. The presentation is free of loaded words, i.e., "backward", "primitive," "dirty," "savage," "uncivilized."
- _____ 2. The presentation is free of making value judgements toward ethnocentrism ("mine is better than yours")

IV. Level of Sophistication. The material seems suitable for the entry level and competencies of those learners for whom the presentation is directed.

- _____ 1. The material (content) reflects an experiential commonality a sameness of experiences which can be shared by the learners for which it was designed.
- _____ 2. The students for which the materials are designed should be able to interpret signs (pictures and visuals) and symbols (words and other abstractions)

- _____ 3. The content of the material will be challenging to the students for whom it is directed, yet not too difficult and thereby frustrating.

V. Design variables. The methods by which the content was organized and developed, in terms of the use of language and visual elements, technical clarity, production techniques, etc.

- _____ 1. The length of the material is just about right for those students for whom it was designed.

- _____ 2. The illustrations and/or visual elements of the material are clear and understandable.

- _____ 3. The material is not too large or bulky and can be presented with little physical effort.

- _____ 4. The concepts introduced in the content are well developed and sequentially presented.

- _____ 5. The material has a feedback mechanism for assessing the student's attainment of the objective(s).

- _____ 6. The material clearly identifies major points of understanding.

- _____ 7. The designer(s) of the material provided for student and/or teacher interaction before, during, and/or following the presentation.

- _____ 8. The material uses prompts and cues (pointers, arrows, underlines, etc.) to assist the learner in attending to the important aspects.

- _____ 9. The material is free of confusing and/or conflicting concepts.

VI. Other. Basically directed at material developed on technical, Vocational, professional, and special interest areas,

- _____ 1. The content of the material supports and documents all conclusions reached.
- _____ 2. The information is presented in suitable bits for understanding.
- _____ 3. The presentation of the information is within the grasp of the learner.
- _____ 4. There is an accompanying guide or manual to assist the instructional leader in utilizing proper approaches, procedures, and evaluative techniques.
- _____ 5. The material suggests and prescribes other learning activities which the learners might explore.
- _____ 6. The issues and terms are well defined within the content of the material.

3/6/7
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CURRICULUM DESIGN APPRAISAL

Name _____ Title _____

1. Do the NFE courses have objectives stated in terms of expected levels of performance and criteria for judging that performance ? Yes _____ No _____
2. Is it possible for a student to choose those objectives within a course that meet his individual needs ?
Yes _____ No _____
3. Are a variety of learning experiences available to students for attaining a given objective ? Yes _____
No _____
4. Are course outlines and descriptions available to students ? Yes _____ No _____
5. Are the enrollment and completion dates flexible for your course ? Yes _____ No _____
6. Are course offered at times convenient to students' needs ? Yes _____ No. _____
7. Are provisions, equipment, etc. available for practicing the skills necessary for attaining a given objective or level of performance ? Yes _____ No _____
If no, what provisions, etc. are needed ? _____

8. Are the outcomes of instruction stated in terms of competencies, skills, or knowledges the student should possess upon completion of given courses ?
Yes _____ No _____

9. Is there a horizontal relationship among objectives, levels of performance, and courses at a given level ?
Yes _____ No _____
If no, why not ? _____
10. Is there a hierarchical relationship among objectives, levels of performance, and courses for the entire NFE program ? Yes _____ NO _____
If no, where might the articulation be improved ?

11. Is there a redundancy among courses in the NFE program ?
Yes _____ NO _____ Don't know _____
If yes, where does the redundancy occur? _____
12. Are tests criterion referenced or norm referenced ?
Criterion _____ Norm _____ Don't know _____
13. Are resources allocated on the basis of instructional Priorities ? Yes _____ No _____ Don't know _____
If no, on what basis are resources allocated ? _____
14. Is the curriculum designed so that new needs can be met ?
Yes _____ No _____
15. Is the curriculum design based on program goals ?
Yes _____ No _____ Don't know _____
If no, on what is the curriculum design based ? _____

16. Are long, intermediate, and short range program objectives representative of the overall program goals ?
Yes _____ No _____ Don't know _____

17. Is the curriculum based on the educational needs of students ? Yes _____ No _____
If yes, list the indicators that the curriculum is based on educational needs of students. _____

18. Are the needs of the community reflected in the design of the curriculum ? Yes _____ No _____
Don't know _____
If yes, list the indicators that the curriculum is based on the educational needs of the community. _____

19. Are the courses centered on subjects or problems related to adult needs ? subjects _____ problems related to adult needs _____ Both _____ Don't know _____
20. At a given level of instruction, do the courses attempt to develop integrated skills ? Yes _____ No _____
21. Are the courses offered adequate for completion of basic literacy requirements for entering grade 6 or 8 ?
Yes _____ No _____
22. Is the course designed for adult learning experiences rather than child learning experiences ? Adult _____ child _____
If designed for adult learning experiences, list some of the ways. _____

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STUDENT ATTITUDE APPRAISAL

DIRECTIONS TO STUDENTS: SINCE YOU ATTEND THE NFE CLASSES ON A VOLUNTARY BASIS. YOUR FEELINGS ABOUT THE NFE PROGRAM ARE VERY IMPORTANT. PLEASE TELL WHAT YOUR FEELINGS ARE ABOUT THE NFE PROGRAM BY CHECKING (✓) EITHER 'YES' OR 'NO' TO EACH OF THE SENTENCES GIVEN BELOW. IF YOU DON'T KNOW OR CAN'T DECIDE LEAVE BOTH SPACES BLANK.

1. BUILDINGS AND MATERIALS

YES NO

- | | | | |
|-------|-------|-----|---|
| _____ | _____ | (A) | THE STREETS AROUND MY CLASS ARE SAFE. |
| _____ | _____ | (B) | I LIKE THE NEIGHBOURHOOD WHERE MY CLASS IS HELD. |
| _____ | _____ | (C) | I HAVE TROUBLE FINDING A WAY TO GET TO CLASS. |
| _____ | _____ | (D) | I LIKE THE BUILDING WHERE MY CLASS IS HELD. |
| _____ | _____ | (E) | THE TEMPERATURE IN MY CLASSROOM IS O.K. |
| _____ | _____ | (F) | THE CHAIRS ARE COMFORTABLE. |
| _____ | _____ | (G) | MY CLASSROOM NEEDS MORE EQUIPMENT (TAPE RECORDERS FILMS PROJECTORS READING MACHINES. ETC.) |
| _____ | _____ | (H) | THE EQUIPMENT WORKS O.K. |
| _____ | _____ | (I) | THE EQUIPMENT IS USED WHEN IT SHOULD BE USED. |
| _____ | _____ | (J) | THE CLASSROOM HAS THE RIGHT AMOUNT OF BOOKS, WORKBOOKS, KITS, ETC. |

(Adopted from Department of Adult Education. The Florida State University. An evaluation of the Mid-Alabama adult and Vocational Education Demonstration Training center (July 1971, through June 1973) Tallahassee, Florida, The Florida State University, 1973-)

YES NO

_____ (K) MOST OF THE MATERIALS ARE INTERESTING
AND HELPFUL TO ME.

II. TEACHERS

_____ (A) MY TEACHER KNOWS MY PROBLEMS AND NEEDS.

_____ (B) MY TEACHER IS FRIENDLY.

_____ (C) MY TEACHER LIKES ME.

_____ (D) MY TEACHER IS SMART.

_____ (E) MY TEACHER USES MANY DIFFERENT WAYS OF
TEACHING.

_____ (F) MY TEACHER HELPS ME WHEN I NEED IT.

_____ (G) MY TEACHER MAKES ME FEEL BAD WHEN I MAKE
A MISTAKE.

_____ (H) MY TEACHER MAKES LEARNING FUN.

_____ (I) MY TEACHER TALKS TO ME ABOUT MY CLASSWORK.

_____ (J) MY TEACHER IS INTERESTED IN MY FUTURE.

_____ (K) I FEEL FREE TO DISCUSS MY PERSONAL PROBLEMS
WITH MY TEACHER.

_____ (L) MY TEACHER LIKES TEACHING.

III. GENERAL

_____ (A) MY CLASSES ARE HELPING ME REACH MY GOALS.

_____ (B) OTHERS DON'T KNOW OF THE IMPORTANCE OF
NFE CLASSES.

_____ (C) MORE PEOPLE WOULD TAKE NFE IF THEY KNEW
ABOUT IT AND HAD MORE INFORMATION.

STUDENT ACHIEVEMENT APPRAISAL

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Name _____.

Directions: On the following pages are statements of adult performance levels listed as NYE student competencies. The general knowledge fields represented are (a) Consumer economics, (b) Occupational knowledge; (c) Community resources; and (d) health within each general knowledge area the following skills are represented (a) reading, (b) writing, (c) Speaking, (d) Listening, (e) problem solving, (f) Calculation, and (g) interpersonal relations. The relationship between the general knowledge areas and the skills is shown below.

GENERAL KNOWLEDGE AREAS

	Consumer Economics	Occupational Knowledge	Community Resources	Health
Reading	_____	_____	_____	_____
Writing	_____	_____	_____	_____
Speaking	_____	_____	_____	_____
Listening	_____	_____	_____	_____
Problem Solving	_____	Performance Requirement	_____	_____
Computation	_____	_____	_____	_____
Interpersonal Relations	_____	_____	_____	_____

(Adapted from H. Northcutt. A Note Concerning APL Goals, Objectives and Tasks.) Austin, Texas, The Extension Division of the University of Texas at Austin, 1975)

The adult performance Level Literacy Model you are being worked to judge whether or not your students can perform these skills of reading, writing, etc. by completing the following checklist. The fact that your curriculum is not structured around the general knowledge areas listed above is not important. What is important is that the skills our programme is designed to teach are represented in the numbered statements under each competency statement. You do not have to administer each activity to complete the checklist. Indicate your judgement of each students ability to perform each operation by using the following scale. Put 1 when you think the Student Can perform the activity. Put 0 when you think the Student cannot perform the activity. Put ? if you don't know if the student can perform the activity.

Remember this is an assessment of student achievement based on your judgement. It is not necessary to test the student in order to fill out the checklist.

CONSUMER ECONOMICS

COMPETENCY: Student is able to count and convert coins and currency, and to convert weights and measures mathematical operations.

Operations to be performed to demonstrate competency:

1. Using samples of paper and coin monies, to count to several totals.
2. Using samples of paper and coin monies and sample cash register receipts, to make change.

3. Using table of weights and specific consumer economics examples, to convert among quintal, Kilograms, grams etc.
4. Using tables of volumes and specific consumer economics examples (including recipes), to convert among litres, etc.

B. COMPETENCY: Student understands the concepts of sales tax and income tax.

Operations to be performed to demonstrate competency:

1. To read available materials which present rationales for sales tax and income tax.
2. To discuss the differences between sales and income taxes, noting the absence of an "ability to pay" or progressive tax structure of sales taxes.
3. To write a list of common items which are not subject to sales taxes.

OCCUPATIONAL KNOWLEDGE

A. COMPETENCY: Student will be able to identify sources of job information (e.g., radio broadcasts, newspapers, etc.) which may lead to employment.

Operations to be performed to demonstrate competency:

1. To list diverse sources of information which can lead to employment, such as word of mouth, employment agencies, newspapers, etc.
2. To read employment ads. found in such places as newspapers, bulletin boards, offices, and union halls.
3. To write a "job wanted" ad.

B. COMPETENCY: Student will be able to prepare for job applications and interviews.

Operations to be performed to demonstrate competency:

1. Using employment ads from the newspapers, to identify and list initial steps toward employment called for by the ads (e.g., letter, telephone call, etc.).
2. In a role playing situation, to call a prospective employer for a job interview appointment.
3. To write a letter to a prospective employer requesting an appointment and giving qualifying information.
4. To properly address an envelope for the letter from (3).
5. Using available materials, to list the things a prospective employee should have before application for employment is made.
6. To discuss reasons why references from past employers or personal friends could be valuable to the job applicant.
7. Using available materials, to chart do's and don'ts for the prospective employee in the interview situation (e.g., dress, behavior, etc.).
8. Using available materials, to list possible questions to ask a prospective employer.
9. To complete samples of job application forms.
10. To write a resume when applying for a job.

C. COMPETENCY: The student will know standards of behavior for various types of employment.

Operations to be performed to demonstrate competency:

1. Using personal experience and published materials, to discuss proper behavior and attitudes for keeping a job.

2. To discuss consequences (financial, personal) of meeting and not meeting job requirements.
3. Using available materials to read about various ways of dealing with interpersonal conflict on the job.

COMMUNITY RESOURCES

A COMPETENCY: Student will know the types of community services provided for members of society including the purposes of how to gain access to these services.

Operations to be performed to demonstrate competency:

1. To chart from discussion with a teacher or resource person, community services as to area of service (e.g., education, health, consumer, legal leisure), name, address and telephone number of the facility, requirements to be met in using the service and costs, if any, involved.
2. To discuss the consequences of not having various services such as the postal system (how would persons communicate with one another, etc.), or fire department, etc.

B. COMPETENCY: Student will know various recreational services available in the community.

Operations to be performed to demonstrate competency:

1. Using various resources (e.g., newspaper, parks departments, word of mouth) to list names and addresses of places where individuals can spend leisure time or be entertained (e.g., sports areas, parks, theaters, etc.)
2. To make a telephone call to a service listed in (1) to inquire about times, costs, reservations, etc.

3. To list names, addresses and telephone numbers of places in the community where one can obtain training in a craft, sport, hobby or other activity.

C. COMPETENCY: Student will have a familiarity with transportation schedules, and be able to calculate fares.

Operations to be performed to demonstrate competency:

1. Using time schedules, to determine departure and arrival times for various modes of transportation.
2. Using the rates set by different modes of transportation (bus, train,), to compare the transportation costs involved in a trip the individual would like to take.

HEALTH

A. COMPETENCY: Student will understand how basic safety measures can prevent accidents and will be able to recognize potential hazards, especially hazards that relate to home and occupational safety.

Operations to be performed to demonstrate competency:

1. To read material on home safety and to list various safety measures (rub mats, night lights, care with electrical appliances and fuses, etc.) that an individual can use.
2. To discuss material on home safety and to list various safety measures (rub mats, night lights, care with electrical appliances and fuses, etc.) that an individual can use.

3. To read material on safety precautions needed during severe weather conditions (electrical storms, storms etc.) and to list these.
4. To read material pertaining to hazards to children and to list effective preventative measures.

B. COMPETENCY: Student will know medical and health services in the community.

Operations to be performed to demonstrate competency:

1. To discuss with a resource person the various medical and health services available and in the community.
2. To read literature from various health agencies in the community (e.g., birth control clinics, V.D. prevention and treatment centers, drug and alcohol abuse clinics, etc.).
3. To write lists of medical and health services with phone numbers, addresses and services available.
4. Using available resources such as the telephone book and city information pamphlets, to list physicians surgeons etc.)

C. COMPETENCY: Student will understand the physical and psychological influences on pregnancy as well as the need for proper prenatal care.

1. To read materials on prenatal care.

2. To compile a list of tasks which both parents can share before and after the baby's arrival (e.g., chores, responsibilities, etc.).
3. To construct a menu for a specified period of time (e.g., one week) suitable to meet the dietary and financial needs of a pregnant woman.

અવેદ્યક શિક્ષણ પ્રોજેક્ટ
દક્ષિણ ગુજરાત યુનિવર્સિટી, ગુરત (ગુજરાત) ૩૮૫૦૦૭

રેડિયોક્લિપ ડાયેક્ટમ

સફળ મહિલા મંડળની વાર્તા

ઉદ્દેશ્ય : નમસ્તે બહેનો, આજે આપણે બહોળી શિક્ષણ ક્ષિત્ર, દક્ષિણ ગુજરાત યુનિવર્સિટી દ્વારા હાથ ધરવામાં આવેલ અવેદ્યક શિક્ષણ પ્રોજેક્ટના એક મામલે રેડિયોક્લિપ ડાયેક્ટમ પાસેના નેમા યથા છે. આ પ્રોજેક્ટના નિયામક ડૉ. ગુલર્કા સાહ, પ્રમુખ અન્વેષક ડૉ. ખોલીલાલ સર્મા તેમજ સહ - અન્વેષક ડૉ. કીશીક સેઠ છે.

આજના રેડિયો ક્લિપ ડાયેક્ટમ માટે મારો સાથ એક વિશ્વમોહી લાવી છું. જે નમસ્તે બહોળી જાણવામાં આવી. તો બહેનો, અનસૂયા સેઠ રજૂ કરે છે. "કુંડ રજુરા ગામના સફળ મહિલા મંડળની વાર્તા", એક રસપ્રદ કથા. સાંભળવા જેવી અને અખલાવવા જેવી વાર્તા. ચાલો..... બધા મીઠવાય ગયા છો ને? જ સફળતા હરખે છાંયે નેવાર.....

ધ્વનિ :

૧-પ્રવચના : બહેનો તમારો સખા ખેલું વિશ્વ રજૂ કરવામાં આવે છે. આ વિશ્વમાં ખસેલેલી મરાવીને છાંયેલી એક બહેન, તેમજ પ્રથમ બહેનો તેમના બાળકો સાથે એક મહાત્માની મીઠવા પર મેકે છે જે નમસ્તે બહેન જ સફળ રહે જોઈ સહી છો.

વાર્તાની મહત્ત્વની સફળતા યાદ છે. કુંડ રજુરા ગામનું એક ગામ છે, તેમાં કુંડરમેન નામની એક બહેન દરરોજ આવે છે. ગામની બહેનોને ખબર છે, તેમની સાથે વાર્તા કરે છે. બહેનોના જ મનર ધનર ખેલે છે.

માખાને કોઈ મામ પૂઠે તો ખૂબ ગમે ખડું ને? આપણા કુળ દુઃખના
માખીદાર યાદ્ય એવા લીડી તો સૌને જ ગમે ને? બહેની, આ કુટુંબબહેન તો
તેની રોજગાર અને વાણી વર્તનથી કુંદરપુરામાં ખૂબ જ લોકપ્રિય થઈ ગઈ.
બેડ દેવસ બપોરના સમયે તેણી તો રમાબેનના બોટલે પહોંચી ગઈ.
હસતાં હસતાં તેણે બહેનોને પૂછ્યું. કેમ છી બહેનો? શું થાતે છે? ઘરે
બધાં મજામાં તો છે ને? બહેનોએ વાતો જવાબ આપી અને કહ્યું
"બહેન, અમે તો રહ્યાં ગામડાના ગપાર મપારે કંઈ બોલી બસવા
ભવવાની વાત કરવાની છે. આ ભેઠા ભેઠા ટાકાપોરના ગપાટા ઝાંડાને
અને બલકમલકની વાત કરીએ. તમારા જેવી ભણેલી બહેન માટે તો કોડ
લીડી જ્ઞાન ગમ્મતની વાત મારી કોઈકોરી બસાવશે." કુટુંબબહેન તો બહુ
રસ પડ્યો, તે તો આ બહેનોની સાથે બેસી પડી અને તેમની સાથે વાતો
વ્યથા. આ વાતોમાંથી ગામ વિશે તે ઘણું બધું જણી શકી.

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બહેની, કુટુંબબહેન તો ઘેર આવી. કુલ્ય મનસુક થઈને પુરણી પર બેસી પડી.
ચિત્તમાં જેમ દેખાય છે તેમ તે ખૂબ જ ગંભીરતાથી કુંદરપુરા ગામની પ્ર
પારિસ્થિતિ અંગે વિચારવા લાગી. ગામ અંગેનું દૃશ્ય તેની મન સખા ઉપસી
માવ્યું. રમાબેનના બોટલે બેસાંને તેણે જે વાતો સંભળી હતી તેને
વાર્તાવા મારી. જે અને લાંબા મનો મંથનને પરિણામે તે એવા નિષ્કર્ષ
પર પહોંચી કે, ગામની મધુક બહેની ભણેલી છે. બહેનો તેમના
નવરાત્રીની સમય મહાનિર્વાહના ગપાટા પારવામાં ચર્ચે બગાડી રહી છે.
તેમના કુંદરબના સ્વયંની સંધ્યા વધારે છે. બેતર નાના છે. માખીપિડાના
સાધનો ટંબા છે. મજૂર મહામીએ પ્રસા પ્રમાણમાં મજૂરોનું કામ ખર્ચ નથી.
દરેક ઘરના મંચિતમાં દુધાવા કોર બધિલા છે. પરંતુ આ કોર નદુન નબળા
છે. તેના દુધમયી પ્રસા માવક ધની નથી. ઉંચાંદ..... મામ કુટુંબબહેન
અને સાથે ગામનું ખૂબ જ સ્પષ્ટ પરંતુ કારિદયથી સ્પષ્ટ વેડું ચિત્ર ખડું થયું.

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૩- પ્રવક્તા:

એક દેવસની વાત છે, બહેનો. હુમલેને તો ગામના બધી જ બહેનોને એક સ્થળે એકઠું કરી, તમે સિવ્રમાં જોઈ શકો છો ને તેમ, તેથી તો બહેનોનું નેમના પ્રશ્નો પરત્વે જાણત કરવા મંડી. તેણે સમજાવત કરી, 'બહેનો, તમારું મામ, ઝડપથી, એક સ્થળે એકઠું થવું એ મહત્ત્વની ઘટના નથી તો શું છે. આ દમયે છે કે તમને મારી વાત સંભળવામાં ખૂબ જ રસ છે. આજે આખરે સૌ એકબીજાના સહકારથી એક એવી સંસ્થાનો માધી નાખીને કે જેના વડે માખણી માર્કેટ, સા માજીડ, તેમજ મારોચ સંબંધી સમસ્યાઓ હલ કરવામાં મદદ થાય. આ સંસ્થા આખણી જીવન ધોરણનું સર હેતુ લાવવામાં ખત મદદરૂપ થશે. આ બહેનોની જ સંસ્થા હોવાથી તેને આખરે મહિલા મંડળ કહીને તો હેતુ જ ખોટું નથી. આ મંડળના તમે બધા સભાસદો હશો. આખણી ગામની ૧૮ થી ૪૫ વર્ષની વય ધરાવતી દરેક બહેન તેની સભાસદ બની શકશે. તમે બધા છઠ્ઠી તો આ મંડળમાં ૧૨ થી ૧૮ વર્ષની વય ધરાવતી કિશોરીઓ માટે કિશોરી વિભાગ ની ખત સમાવેશ કરી શકાશે અને આ વય ધરાવતી બહેનોને ખત સભાસદ બનાવી શકાશે. મારી દૃષ્ટિએ હાલના તબક્કે આખરે આ પ્રવૃત્તિને મહિલા મંડળ પ્રણી જ મર્યાદિત રાખીશું. તમે જે નકકી કરશો તે બહુ જ જૂજ સ્વયં હી લઇને બહેનોને મંડળના સભાસદ બનાવીશું. તદ્દપરિત દર મહિને ગામ લીડી પાસેથી ફંડ હાથે ઉઘરાવી આખરું નક્કાડય મંડોળ હેતુ કરીશું. આ નાણાનો ઉપયોગ તમારી સંપત્તિથી તમારા સુખનો ધ્વાસ તમારા લાભાર્થે કરીશું.

બહેનો તમને યાદ છે.... તે દેવસે આખરે રમાબેનની ઘરે બેઠલાં જ તમારા બધા પ્રશ્નો સંભળ્યાં છે અને મારી રીતે સમજવાનો પ્રયત્ન કર્યો છે. બહેનો તમને એમ નથી લાગતું કે આ મહિલા મંડળ આખણી પ્રશ્નો ઉઠેલવામાં ખૂબ મદદરૂપ નીવડશે. ખેર ! આ મંડળના હેતુ જ્યાં સુધી તમને સ્પષ્ટ ન કરું ત્યાં સુધી તમને આનો ખ્યાલ ખત નહિ આવી શકે બહુ ને ! આ મંડળ આખણી ગામની બહેનોના વિકાસને ધ્યાનમાં રાખી પ્રવૃત્તિઓનું આયોજન કરશે. પ્રવૃત્તિઓનું આયોજન કરતી વાતે તમે તમારી જરૂરિયાતોને ધ્યાનમાં રાખજો. બસ, તો બહેનો આજે આખરે છૂટા પડીશું. નમ્રને બહેનો, આવજો'. મામ કહીને હુમલેને તો ગામની બહેનોને મહિલા મંડળ માટે વિદ્યાસ્તી કરી દેખી.

અર્થ :

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૪- પ્રવક્તા: કુટુંબઢેને જોશોરથી મહિલા મંડળની તેમજ તેની પ્રવૃત્તિઓની વિનંતી બહેનોની પાસે રજૂ કરવા માંડી, તેની સાથે માલ માલના રંગબેરંગી ચિત્રો પણ લાવવા માંડી. આ ચિત્રમાં તમે જોઈ શકો છો તેમ મહિલા મંડળની વિવિધ પ્રવૃત્તિઓ પેડાની બેઠ નામરિક શિક્ષણની નાણીમ વિશે બહેનોને સમજાવવા લાગી. આ નાણીમ વ્યારા બહેનોને તેમના કંકડો તેમજ ફરજો પ્રત્યે સજાગ કરવામાં આવ્યો. આ ઉપરાંત ગ્રામ ખંયાલની ચૂંટણી વખતે બહેનો ચૂંટણી લડી શકે તેવી વ્યવસ્થા મોકલવામાં મદદરૂપ થઈ શકાય તે માટે બહેનોને ચૂંટણીની ઉપદેશવર બનાવવામાં આવ્યો. બહેનો ગ્રામસ્થામાં હાજર રહી તેમના પ્રશ્નો રજૂ કરે તેમજ ચૂંટણી વખતે વધુ પ્રમત્તમાં યોગ્ય રાત્રે મતદાન કરે. આ ઉલ્લાસના કાર્યક્રમોનો સ્થાનિક આયોજકો દ્વારા તેમને સંચાલન માં સહભાગી થવા સમજાવવામાં આવ્યો. દેંડમાં લોકસાહી દેશના જામૂન નામરિક નરકે ફરજો તેમજ કંકડો પ્રત્યે સમાનતા ડેખવામાં મદદરૂપ થશે.

ઉપર જણાવેલ વિનંતીને કુટુંબઢેને તેમની માગવા સેલોમાં બહેનો સમજાવવામાં આવેલ છે તે રજૂ કરી અને મહિલા મંડળની અન્ય કામગીરી વિશે બીજા દેવસે ચર્ચા કરીશું હોમને તે દેવસે પ્રસ્તી બહેનોની રજા લાધી.

ધ્વનિ:

૫- પ્રવક્તા: કુટુંબઢેન માટે તેમની સાથે ઠોર ઉછેરને લગતા ચિત્રો લઈ આવ્યા છે. બહેનો પણ બચાવક પ્રવૃત્તિ બેઠઈ થઈ ગઈ છે. કુટુંબઢેને તો ચાલુ હતું. 'રામ રામ બહેનો, મહા કાલે માપ્તો જામૂન નામરિક વિશે ચર્ચા કરાત્રે ! માપ્તો માપ્તો બેતી તેમજ મોપાલન વિ ચર્ચા કરીશું. મપ્તો ને નમને બધા ને ! બેતી અને મોપાલન ને તો માપ્તો માપડાન પ્રાપ્ત સમાન છે. ચિત્રમાં બેઠ બહેન ગાયને પ્રમથા મંપાગી રહી છે તે નજરે પડે છે. નમને પ્રમ તો જરૂર યસે કે મહિલા મંડળ બેતી તેમજ મોપાલનમાં કેવી રાત્રે મદદરૂપ થઈ શકે? નમારો પ્રમ યોગ્ય છે. મહિલા મંડળની મદદ વડે દુધાળા ઠોર મરદવા માટે મોકમથી લોન લાવવી. સારી જાતની માથો પાળવી, મરદા ઉછેરવા, બેતી માટે જરૂરી નિર્દેશ, રોમ્બી વગેરે કાર્યા વેલાનિક ઠમે કરવા, બનાવની સાવચાકી કરવી, કંપોડ માત્ર બનાવવું, બેતી વિષયક પ્રદર્શન મોકલવું તેમજ વિવિધ લેડે નામરિક કાર્યક્રમો માધોજન કરવું વગેરે કાર્યોની મોકલવા કરવાનું કાર્ય છે. બહેનો માપ્તો પણ માવા કાર્યક્રમો મોકલવા છે ને? માપ્તો

હતી આખી આરોગ્ય વિષયક ચર્ચા કરીશું. રામ.... રામ.... બહેનો.

સ્વામી :

૧- પ્રવક્તા : બીજી દિવસે કુટુંબબંધન નિયત સમયે ગામમાં આવી ગયાં છે. આજે તેમનો લોક-સ્વાસ્થ્ય પરીક્ષણ પંડવના કાળા વસ્ત્રો વિખેરે ચર્ચા કરવાનાં છે. આ વિષયને સ્પષ્ટ કરતું ચિત્ર પણ છે. ચિત્રમાં એક મજાક નર્સ બહેન એક બાળકને રોગ પ્રતિબંધક રસી મૂકી રહી છે. એ જાણ માતાઓ તેમના બાળકોને રોગ પ્રતિબંધક રસી મૂકાવવા આવેલા છે. જ 'કુટુંબબંધને સ્પષ્ટ કર્યું : 'વર્તનબંધન તમને પણ મનમાં મૂકવેલ છે ને કે આ બધી વાતોમાં પરીક્ષણ પંડવ ડયા આપ્યું?' તમારી મૂંઝવણ સમજી છે. હું તમને વિખેરે સમજાવું. સરકારે પ્રાથમિક આરોગ્ય કેન્દ્રની સગવડતા રહ્યાં છે. આ આરોગ્યકેન્દ્રનો બહેનો સારામાં સારી રસી વધુમાં વધુ ઉપયોગ કરે, બાળકોને સમજાવનાં રસી મૂકાવે, કુટુંબ કલ્યાણ મનાવે, ઘરમાં જાજરૂ, બાથરૂમ, શોષણાડા, મોબાઇલ બનાવે, બાળમોલક મહાર અંગે માતાઓ જાણૂં ધાય તેમજ માતાઓને પ્રશ્ન પડેલા તેમજ પ્રશ્ન પડેલી ટેવાવી જોઈતી કાળજી વગેરે બાબતો અંગે વખતોવખત ચર્ચાઓ, બાબતો ગોઠવી રહેનો ને જાણૂં કરવામાં મહત્તા મંડવ સારી કાળો આપી શકે તેમ છે. " આટલી વાત કહી નેટલામાં તો બહેનો ને ગાય દોકવાનો સમય થઈ ગયો અને બધું દોઢ ઘેર જવાનો ઉતાવળ કરવા મડિયા તેથી કુટુંબબંધને વાળને દૂડાવી દોઢી અને બીજા દિવસનો વિષય કહીને રજા લીધી.

સ્વામી :

૩- પ્રવક્તા : કુટુંબબંધન તેમજ બહેનો મેળા ધયા અને કુટુંબબંધને તેમની બેઠક લેતાં જણાવ્યું કે આજે આખી નાના ઉયોગો તેમજ મૂકઉયોગો વિશે ચર્ચા કરીશું. બધી બહેનો તો ખુશ થઈ ગઈ. કુટુંબબંધને તો ચાલુ કર્યું. " બહેનો પરીક્ષણ પંડવ સીક્ષા, મરન-ગૂંધ, દડિયા ખરણા, ચટાઈ, પંડા, મોલબની બનાવવાના ઉયોગો ઉચ્ચ સ્તરની બહેનોને રોજી આપી શકે, આ મંડવ બારા, મસાલા, માપડ, મલખા, વડી, વેકર બનાવવાના ઉયોગો પણ ચાલુ કરાવી શકાય. જે બહેનોના કુટુંબની આવક મર્યાદિત છે અને માતાને બાલિત્તોની કંથા વધારે છે, જેમની પાસે બહુ ઓછી જમીન છે અથવા તો

જમીન જ નથી, બાજીવિડાનું કોઈ સાધન નથી તેવા કુટુંબના બહેનો બાવા ઉધોભો દ્વારા પુરકરોજો મેળવી કુટુંબને આર્થિક ટેકો જરૂર આપી શકે, " કુટુંબબહેને તેમનું વ્યક્તિત્વ પ્રગટ કર્યું. બહેનોને તેમને મુંઝવણ પ્રત્યક્ષી થયાં કરી અને સારા દેવસોની આશાને બધાં છૂટાં મડ્યાં.

બાવનિ:

૮- પ્રવચના: બોજા દેવસો બધી રહેનો હાજર થઈ ગઈ, કુટુંબબહેને સિત્ત બતાવ્યું. સિત્તમાં એક બહેનને વેપાર કરતી બતાવવામાં આવી છે. સુંદરપુરા ગામની બહેનોને સિત્ત પરથી કંઈ સ્પષ્ટ થઈ નથી તેવું જણાતા કુટુંબબહેને જણાવ્યું. 'બહેનો, મહિલા મંડળ દ્વારા સહકારી મંડળો સ્થાપી જોવા જરૂરિયાતની વસ્તુઓના ભાવ પર નિયંત્રણ લાવી શકાય. પ્રજાને નિર્ભય વસ્તુઓ પ્રાપ્ત થાય તેવી વ્યવસ્થા ઓઠવી શકાય તે તમે જાણો છો કે ! અરે બન્યાર કુધીમાં જે વર્તુલ કરી ચૂક્યાં તે સિવાયની અન્ય પ્રવૃત્તિઓ દા.ત. મહિલા મંડળની સ્થાપના બહેનો તેમજ ગામલોડી માટે ભજન, હીર્તન, રામાયણ વર્ણન જેવી આર્થિક તેમજ સંસ્કૃતિક અને મનોરંજન પ્રવૃત્તિઓ ૨ યોજીને લોકોમાં આર્થિક તેમજ સંસ્કૃતિક સંસ્કારનું સ્થિત કરી શકે. આખરે પક્ષ આવી પ્રવૃત્તિઓનું આયોજન કરવાનું છે તે બધાને ધ્યાનમાં છે ને? તો ચાલો આજે મારે જરા જલદી જવું છે. બાબતી હાલે આખરે બધાં કરવાની ખાતું એમ કહીને બધાં વિરહાઈ ગયાં.

બાવનિ:

૯- પ્રવચના: જેમ જેમ કુટુંબબહેને બહેનોને મહિલામંડળ વિશે જાણકારી આપવા માંડ્યા તેમ તેમ બહેનોની ઉત્કુહના વધવા લાગી. સિત્તમાં પક્ષ બહેનોને એકાંત સિને સંમિલનમાં બતાવવામાં આવી છે. કુટુંબબહેને બહેનોને કહ્યું કે "આજે તો આખરે મહિલા મંડળના વર્ગીકરણ, સંચાલન તેમજ બંધારણ વિશે થયાં કરવાના છઈ. તમે સર્વે જુદા ધ્યાનપૂર્વક સાંભળજો. મહિલા મંડળના સ્થાપના બહેનો પૈકી સૂંટણી દ્વારા એક પ્રમુખ, એક મંડી અને એક ભજનચોરી વસ્તી કરવામાં આવે છે. મહિલા મંડળની કારોબારીમાં સભ્યોની સંખ્યા ૭, ૯ અથવા તો ૧૧ની હોય છે. આ કાર્યવાહક સમિતિનો ૬૨ મહિને એક મેટક યોજવામાં આવે છે. આજ સંજોગોનું વિશિષ્ટ મેટક યોજવાની આ સંચાલનમાં જોવામાં કરવામાં આવે છે. આ મેટકી દરમિયાન કાર્યક્રમની ખાતરી.

માયોજન તેમજ અમલીકરણ અંગે ચર્ચા કરવામાં આવે છે. કારોબારી કમિટીના સભ્ય બહેનોની સલાહ તેમજ સૂચનાથી પ્રભુજી, કાર્યક્રમની રૂપરેખા ઘડે છે. મંત્રી મા કાર્યક્રમોના અમલીકરણ માટે જવાબદાર ગણાય છે. બજાનયી સભ્ય કી. ફંડ, સરકારી મદદ, લોન વગેરે નાણાકીય બાબતોનો વહીવટ સંભાળે છે. તેમજ ગામમાં આવેલ પોસ્ટ ઓફિસ તેમજ બેંકમાં બચતખાતું ખોલાવી જમા ધરાવેલ બધી રકમ જમા કરાવે છે. ગ્રામસેવકા બહેનની મદદ લઈને પ્રભુજી નાણાનો હિસાબ તપાસવાનું કાર્ય કરે છે. માટલો ભિત્તન ચર્ચા બાદ બહેનોજૂથ જ પ્રોત્સાહન થઈ તેમજી કુટુંબબહેનને પ્રણી પ્રણ્યા કુટુંબબહેને તેમને સંભોગારક રીતે જવાબ આપ્યા. કુટુંબબહેને જાહેર કાંઈ વાંચે દેવસે કે ગામમાં મહિલામંડળના સભ્યોની ચૂંટણી યોજી પ્રભુજી, મંત્રી તેમજ બજાનયીનો વસ્તી કરવાની કોવાથી બહેનો ખોટી સંધ્યામાં હાજર રહે તેવો પ્રશ્ન કરવાનું કહ્યું. ગામ તે દેવસની ભેઠક પ્રરી કરી.

ધ્વનિ:

૧૦- પ્રવક્તા: ચૂંટણીનું વાતાવસ્થા ધૂમ જ ઉત્તેજનાભર્યું હતું. ગામની બહેનો માટે આ પ્રથમ જ પ્રક્રિયા હતી. કુટુંબબહેને અગાઉ જાહેર કાંઈ મુજબ ચૂંટણી યોજી પ્રભુજી તરફ રમાયેલ. મંત્રી તરફ કામીબહેન તેમજ બજાનયી તરફ મંછીબહેનને કારોબારીના નેતા તરફ જાહેર કાંઈ. ભિત્તમાં દર્શાવ્યા મુજબ કલહારથી તેમનું મનિવાદન ક્યું. ચૂંટણીનું ચાલતામ જાહેર યાત્રા જ કારોબારીની ભેઠક યોજવામાં આવી. કારોબારીના પ્રભુજી ત્રી પ્રથમ સરખા તેમજ તાલુકા પ્રભુજીને અને તાલુકા વિહાર મહિલાસેને મંડળના મહિલાની સેમિત જાત કરી. બીજું કાર્ય એ કામ કરવામાં આવ્યું કે ગામની માર્ગિક દિયલિ કુલાકવા માટે આવશ્યક ચેવા માર્ગિક કાર્યક્રમોની યાદી બનાવી. આ અંગે ગ્રામસેવકાબહેનને ખાસ સૂચન કરવા જતાવું. મહિલા મંડળના શ્રેણીનિક સ્વરૂપને જ્યારે વ્યવહાર સ્વરૂપ માપવામાં આવ્યું ત્યારે બહેનોના માર્ગિક ને સીમા ન રહી.

ધ્વનિ:

૧૧- પ્રવક્તા: કુટુંબબહેનની મહેનત હોમી, બહેનો વિચાર વિચાર કરતી થઈ. મહિલા બહેનો માટે પ્રાથમિક નવકક્કાના ઉદ્યોગો જેવા કે, કોવસ, લસન, સૂચિયો સૂચિયો કરવાનું નકકી કરવામાં આવ્યું તેમજ નવા ઉદ્યોગો માટે બહેનોના નાણાકીય વર્ગી યોજવાનું મોકવવામાં

માર્ગ. કુસુમબેને સ્વયં ડે બહેનો ઠોર ઉઠેલું કાર્ય નો જાણે જ છે, બા પ્રવૃત્તિને વધુ ઉત્પાદન બનાવવા માટે બા પ્રવૃત્તિને વૈજ્ઞાનિક દ્રષ્ટિને વિચારતા એમ જણાય છે કે દરેક ઘરે દુધાળા ઠોર છે જ, ઠોર ઉઠેરનો વ્યવસાય બહેનો ખૂબ જ સહેલાઈથી કરી શકે એમ છે. તેમજ બહેનો ઠોરના દુધાળા ખા વાડે છે. તાપ કુસુમબેન ની બોલતી જાય અને પાટિયા પર નોંધ ખા કરતી જાય, મિત્રમાં માખી જઈ શકાશે હાથ.

ધ્વનિ:

૧૨- પ્રવક્તા: મિત્રમાં બનાવ્યા મુજબ રમાબેને ની ગ્રામસેવિકા બહેનની મદદ પડે કે મકાનામાં જ બહુ બધાં કામો હાથ ધર્યાં, આખી દરેક ગાયને ફક્ત ગર્ભાશય કરાવી ગાયની જાન સુધારી, દરેક કો રો રોગ પ્રતિરોધક રસી મુકવી, દરેક જાત ખેતના રજકો તેમજ અન્ય ઘાસ ઉગાડે તેવી નિર્મીત કરી, સરખંચને નિર્મીત કરી આખી જમીન પૈકી ઓચર માટે જમીન પડતર રખાવી.

ધ્વનિ:

૧૩- પ્રવક્તા: કુસુમબેનની રાહબરી હેઠળ રમાબેન, ડાબાબેન, મંછાબેન તેમજ અન્ય બહેનોને ઘેંઠ મીઠું ઉત્પાદન પાસેથી ગાય દ્વારા ખરદેવા માટે લેખ લીધી, પસિયામિ આખમાં ચોખા દુધાળા ઠોરની સંખ્યામાં સારો જેવી વધારી તેમજ સુધારી માલમ પડ્યો.

ધ્વનિ:

૧૪- પ્રવક્તા: પ્રમુખ રમાબેન સારી રીતે જાણતા હતા કે આખી તેમજ આખી બહેનો નિસ્કાર છે. તેમના નિસ્કારપત્રને કાસે માવી બહેનો બેતી, ગોખાલન તેમજ ઉતર વિધ્યોના ઘાનથી વંચિત રહેતી હતી, તેથી બા ક્ષયનિર્માયી બહેનોને ઉમારવા માટે પ્રોત્સાહનના વર્ગો સંવાલન કરવાનું નક્કી કરી બહેનો માટે પ્રોત્સાહનના વર્ગો ચાલુ કરાવ્યા.

ધ્વનિ:

૧૫- પ્રવક્તા: મહિલા મંડળે દૂધ સહકારી સંઘની સંપર્ક સાધી ગામમાં સહકારી મંડળી
 ઊભી કરી. આ મંડળીમાં ગામની દરેક જ બહેને દૂધ ભરવા માંડ્યું. મહિલા
 મંડળે દૂધ સહકારી મંડળી સંપર્ક સાધી ગામ પાટે વાકનની વ્યવસ્થા ઊભી કરી.
 આ વાકને ગામમાં નિયત સમયે નિયત રૂબી માવો દૂધ લઈ જવા માંડ્યું. ગામ
 દૂધના વેચાણનો પ્રભુ ઠરેલા થી.

બ્લો:

૧૬- પ્રવક્તા: મહિલા મંડળના કુલ બહેનોએ તેમજ કાર્યકારી મંડળના બહેનોની નિષ્ઠાનું બહુ જ
 સારું પ્રતિભાવ આપ્યું. ગામના લોકોની ચારેક સિધ્ધિ સુખથી ગઈ. મિત્રમાં
 સ્પર્ધાથી કોઈ લડાય છે. કુટુંબો માનદ કિલોલથી ગુજવા માંડ્યા. કુટુંબોની
 મન, વસ્ત્ર, સિંચાણ તેમજ ચારેકને લગતી જરૂરિયાતો પૂરી થઈ. ગામમાં દૂધ
 ઘેની નહીં બેંચવા માંડે. ગામ બેઠકે રૂંદરપુરા ગામના લોકોની જાદગી
 સુબહાથી તેમજ ચારામદાયક અને સાધન સમવડથી સ્પર્ધા બની.

બહેનો, આ બધો પ્રતાપ કોનો? બલભન કુટુંબને, મહિલામંડળ તેમજ
 ગામની બહેનો કૃતિયના પ્રયત્નોથી આ કાર્ય સફળતા આપ્યું. માથા છે તમને આ વાતો
 ગમી જ હશે. હવે તમે પણ તમારા ગામમાં મહિલા મંડળની સ્થાપના કરવા બધીરા
 થયા જ હશો. રામ... રામ... બહેનો. તમે પણ સફળ મહિલા મંડળો
 સ્થાપો અને માવો વાતો બનાવો. ચાજના કાર્યકર્મની સમાપ્તિ થાય છે. આવજો....

APPENDIX

અવેશક સિદ્ધાંત પ્રોજેક્ટ
દક્ષિણ ગુજરાત યુનિવર્સિટી, સુરત (ગુજરાત)

રેડિયોવિઝન કાર્યક્રમ

"અમે અને પ્રોફેસર સિદ્ધાંત"

ઉદ્દેશ્યક્રમ:

નમસ્તે મિત્રો, આજે આપણે અહીં સિદ્ધાંત વિભાગ , દક્ષિણ ગુજરાત યુનિવર્સિટી દ્વારા કાલ્ય ધરવામાં આવેલ અવેશક સિદ્ધાંત પ્રોજેક્ટના એક ભાગરૂપ રેડિયો વિઝન કાર્યક્રમ માણવા ભેગા થયા છીએ. આ પ્રોજેક્ટના નિયામક ડૉ. ગુલશન બી. શાહ, પ્રમુખ અન્વેષક, ડૉ. મોતીલાલ સર્મા તેમજ સહઅન્વેષક ડૉ. ડોશિડ શેઠ છે.

આજના કાર્યક્રમ હેઠળ એક મજાની વાર્તાલાપ રજૂ કરવામાં આવનાર છે. તેમજ વિષય જાણવા માટે આજરતી હતી જ જ વિષય બહુ જ અટપટી તેમજ ચક્રવર્તી છે. કલ્પના તો કરો કયો વિષય હતો? હ' માણું કહી કહી નથી મારું ને! તો મિત્રો, અનુસૂચિ શેઠ આપની સખા રજૂ કરે છે, " અમે અને અમારું પ્રોફેસર સિદ્ધાંત", સળિયવા જેવું અને સમજવા જેવું સમજાવે અમલમાં મુકવા જેવું, અને અરે..... તક પછી તો આજે જ પ્રોફેસર સિદ્ધાંતના વર્ગમાં દાખલ થવા જેવું. કરસનભાઈ, ખનનભાઈ, છનાભાઈ બધા આવી ગયા છી ને ! આજી ન્યારે સરખાન કરાવે છીએ.....સાનિ.

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ધ્વનિ:

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૧ પ્રવચના:

ભટ્ટાર ગામે સજ્જ રામજી માસર આવ્યા છે. આખર્માં પ્રવેશના જ રામજી માસરને વેવાર ગ્રામજનોનો ભેટી ધાય છે. રામજી માસરે તેમને અભિવાદન કરતાં કહેવું, " જ રામ રામ મોટા, આપ અવારમાં કઈ તરફ" ગામ લીધી જે તેમની માવડાની વાળામાં પ્રવેશવાર આપી, " જે રામ... રામ માસરે તક લઈ કઈ આ વાણુ નેહવાં છી ને? ને સ્વપ્ન કઈ કાઠી

માયા હશે મરૂં ને? યમ તો ઠેડ હવે આ સેમ જાતી નેકરેના ને વધુ
 કે ઠેડી તારે ગામખાળી નેકરમે. બોલો હું કામ મડ્યું? ગામ લીડો
 ને પ્રભા ઉઘી.

ધ્વનિ:

૨ પ્રવક્તા:

ગામખાળી વસ્ત્રમાઈ, કાનજીમાઈ..... કેમ હંધ આવવા માંડી કે કેમ.
 હં..... તો હું તમને કહેતો હતો કે " એમ કહીને
 રામજી માસરે માણ ગલાયું. " આ... માખણ ગામખાં કરવાની,
 લીડીની સારી વાતચાત કરીને લેખના દુઃખ હઠી જાણવાની અને એક કડેવ
 પડી ગઈ છે ને સૈય જતી નથી. હું માખણ મટાર ગામખાં કરું છું. અને
 દેખાય છે કે ગામખાં મોટા માખણ લીડી નિરવાર છે. બિમાર છે. મરોન
 છે. માંવા ખીવાના લેખજ રહેવા બીકવાના પાત્ર ઠેકાણા નથી. કિયારા
 કેવા રિવાય છે. મારાથી તો જરાય સ્કન થતું નથી હો નાણુમાઈ ગામ
 કહે છે કે માખણો દેશ કર - કર વરસથી સ્કન થયો છે. પાત્ર હું તો
 આ સ્કનના ક્યારે માખણો નથી. આ મા રી પાસે જે સ્કન છે તેમાં તમે
 જુઓ છો ને કે માસર કેવી દુઃખી છે. માવા તો માખણ દેશમાં કેટલાય
 કેટલો પીડાય છે. આ પરિસ્થિતિ સુધારવા માટે માખણો હું કરી શકું?....
 રામજી માસરે એક લાંબી નિસાસી નાખી.

ધ્વનિ:

૩ પ્રવક્તા:

વિશ્વમાં માખણો જોઈ શકાશે છતાં લેખ, રામજી માસરે તો ગામ લીડીને એકઠા
 કરી ગ્રામ સભા મરી. માખણો પાત્ર માવી ગ્રામ સભા મરવાની છે હો કે
 સરખાં હં..... તો હું કહેતો હતો કે આ રામજી માસરે ગ્રામ
 સભામાં એક પ્રભાવ પડ્યો. તેમજ તો એકઠા કેવી કહે છે અને નમારા
 ગામખાં નિસાર પ્રીત માખણો મહેનો માટે સજાસ્તાનો વર્ષ સલાવવા મનિમે
 છતાં, નિસારસ્તાના મંદિરમાળી સજાસ્તાના જ્યોત્સ્ન્ય માર્ગ નરક મનિવી
 મંદિર માખણો છતાં. નવા સંદર્ભો મપવા માખણો છતાં. બોલો તમે બધા
 માખણ માખણો છતાં લીડી ની એકી સારી બોલો કહેવા. " માખણો અને
 માખણો માખણો છે? હું આ કાર્યકર્તા મનારી માખણો હવેથી થવાનો છે.

હું અમારી શકિત વધવાની છે? અમારી પ્રતિષ્ઠા વધવાની છે? અમારી પ્રવૃત્તિ વધવાની છે? બહુ..... આ સિલેટ અને પેનથી કોની ઉધાર થયો છે તે અમારી યશી?" રામજી ખાતર ની આ બધા પ્રશ્નોના જવાબ આપવા તૈયાર જ હતા. મહાત્મા વચ્ચે તેમણે નો બધાને પૂછ જ ધીરજથી અને શાંતિથી સમજાવ્યા હોં કે. તે લોકોનું કામ કરનાર મહાત્મા તે ચાલેભાલે નહિ હોં કે.

ધ્વનિ:

૪ પ્રવચનાઠ

રામજી ખાતર ની કડે કહેજે બધાને કહ્યું કે, " હા બહુ જ યશી. તમે જો લખતાં વાંચતા સંખ્યા કરી ની હું મહાપ્રવચક કહું છું કે તમને બહુ જ ખબર". આમ રામજી ખાતર ની લોકોને પ્રોત્સાહન પ્રતિ આપવા માંડ્યા. તમે ચિત્રમાં જોઈ શકો છો તેમ છતાં જ પ્રમુખે લોકોની સાથે ચર્ચા કરતા રહ્યા.

ધ્વનિ:

૫ પ્રવચનાઃ

રામજી ખાતર ની તેમની સાથેનું ચિત્ર લોકોને આજુબાજુ અને કહ્યું, " ચિત્રમાં ભૂલેલા પાત્રોની અને અન્ય પાત્રોની રહેલી કસ્ટોની સરખામણી કરવામાં આવી છે. એક વાત બહુ જ સ્પષ્ટ છે કે ભૂલેલા લોકો માટે હંમેશા અનુકૂળ સંજોગો હોય છે. તે જ લોકો નિર્ભર ખર્ચાની પર ભરતો ફક્કા મડગડાવી શકે. કેવી સુખમય જીંદગી છે તેમના! રહેલો, ખો,.....અરે..... ઘડિયાલ વગેરે સાધનો આ વિપુલ પ્રમાણમાં તેમની પાસે જ ઉપલબ્ધ થયેલા આખી જોઈ શકો છું..... જ્યારે.....અન્ય..... પિયારી..... ભેટવા માટે ફક્ત ચારપાયાના માથડા પર સૂઈ જાય છે. એ જ નેતું રાજ સંકાસન. સંક્રમણ કરવા સંકર્ષમાં વીનાબી, અધકચરી, બગી મૂકેલી બીડોનું હોંડોળમાં પડકારે સળ સળિયે મુગાફાનિયો આ વિચારી ક્યારે સીમામથિયો મુકિત પામશે?" આમ કહી રામજી ખાતર લોકો સંજોગ નહીં, પિડી, આ છે અન્ય અને ભૂલેલાની જિંદગી કમીની નકાવત....

ધ્વનિ:

૬ પ્રવક્તા:

હજી મા સરખાખસનો મન આવ્યો નવો તે તમે મેં અચ્ચારે રજૂ કરેલ ચિત્રમાં જોઈ લકી છી. મસીલા ખસસ માટે આરોગ્યપ્રદ, સામર્થ્ય સભર અને ઉલ્લાસ ભરી સિંદૂરો અને અમલ માટે દારિદ્ર્ય અને લાચારી સભર સિંદૂરો... કેવી મોટી માપાન જનક નફાવરન..... બેર..... આણા છે આ પરિસ્થિતિમાંથી પણ કોઈક રસ્તો તો જરૂર નીકળશે જ." આવી આણા વચ્ચેન કરી રામજી ખાસરે મણગા યલાણું.

બ્વનિ:

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૭ પ્રવક્તા:

મહાજી તમે જાણો છો કે આ રાજાના મહેલ જેવા મહાનો, લડકી અને ખુલો, બીકિસી તેમજ ઈમારતો, કોના લોકો પરસેવાથી અને મહેનતથી બંધાય છે? ચિત્રમાં તમે જોઈ લકી છો કે કઈ મહાનો લાલ મસીલી મા મજૂર વર્ગમાં છે. અને કહો તો ખરાં. ભિયારો મજૂર.....અમલ અને અજાન..... લોખલ ધવા દેવા માટે જે ખૂણા પર જન્મેલી, બેનરમાં કમલી ધાન મકવે, રાતકેવલ કાળી મજૂરી કરે, પણ ધાનના કમલો કમલો મડકેલા કોય તેમથી પ્રકાશર ધાન લેવાનો એ કડકાર નથી. અને જો તેમ કરે તો ચોરીની આરીપ અને બોલસના કંડાની પ્રતિકામાંથી તેને ભિયારને છૂટકારો ક્યાથી કોય. અરે પેટ ભરવાના જ્યાં સિંચા પડતા કોય ત્યાં લવિ આપવાના પૈસા ક્યાથી કાઢે? મહેનત કરે અમલ અને અજાન, જ્યારે મોજ કરે જાન..... પંચન....." મામ કહેતા કહેતા તો રામજી ખાસરે છે ક વ મળગળા થઈ ગયા.

બ્વનિ:

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૮ પ્રવક્તા:

માજની ચઠકમાં રામજી ખાસરે અમા દેશનું ચિત્ર સ્ફુટ કર્યું. તેમની સાથે લાગેલા ચિત્ર બધાને બનાવ્યું અને અમલ મહાજી તથા બહેનીની સંવાદના મહાકા કહ્યાં. તેમણે કહ્યું. " આખા દેશમાં માટ વાટલા કીલેજો, મ સુન્નિતલીટી, લાલમણી અને પ્રાથમિક શાળાઓ છે. આટલા બધા મસીલા લોકો છે. પ્રોફેસરી અને લેક્ચરી છે તેમ છતાં આખા દેશમાં અમલ લોકોની સંખ્યા વધુ જ વારે છે. વેડ..... રે..... પ્રજા..... ચાર..... મહા..... કરાર..... દલકાર..... મહા..... ખા

૪૦ કરીડ લોકો કે જનાં ૨૨ કરીડ બહેનો અને ૧૮ કરીડ માઈબી
મળત છે. ગામડામાં તો પરિસ્થિતિ ખૂબ જ વિડટ છે. સત્ર રામજીભાઈને
ઉમેર્યું કે આ પરિસ્થિતિ આપણા દેશ માટે કલંકરૂપ છે.

ધ્વનિ:

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૯ પ્રવક્તા:

" અમલ અને ભણેલાની જિંદગીમાં કેટલી ખોટી તફાવત છે. એક તરફ
કુળની..... મારામની..... કોઈ સુખાર નથી જ્યારે બીજી
તરફ દુઃખની..... કષ્ટનો કોઈ મારી કે બોવારી નથી. આ મા રી
સાથે જ સિદ્ધ છે તે કમકમાટી હાથગાવી નેવું છે". રામજીભાઈને કહ્યું
અને એક હાંડી સ્વાસ લીધી.

ધ્વનિ:

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૧૦ પ્રવક્તા:

રામજીભાઈને ઉમેર્યું કે, " જેની પાસે અક્ષર રૂપી સાધન છે તે જોતી. ઉધીમ,
ક્રામવિકાસ, અમલોર જેવા મહત્વના વિષયો સંબંધે જ્ઞાન ધરાવે છે. આ
જ્ઞાન હીવડા વડે જ નેવું જોખમ ઉજજવળ બનાવી શકે છે. આટલી સાફીવાન
આપણને સમજાવી જોઈએ. અને મોટા શિક્ષણનું મહત્વ સમજાવું જોઈએ.
કેમ..... બરીડર છે ને? મહત્વજીભાઈ?..... હોં કારી તો ભણી
ભણા મસત..... એમ અવાકુ થવાથી કે પોતું પકાસવાથી કંઈ
આપણા પ્રભો થોડા જ હલ થવાના છે"..... શનિ.....
ટાંકણી ખડે તો ખસ સભિજી શકાય નેવી અમાધ શનિ.....

ધ્વનિ:

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૧૧ પ્રવક્તા:

રામજીભાઈને શનિનો ભંચ કરતા જણાવ્યું કે, "તમે જાણતા વાંચતા સોમી
જાવ તો વિવિધ વિષયો જેવાં કે જોતીમાં વધુ ઉપાદાન મેળવવું, સરકારી
કાયદા કાનૂન તેમજ સરકારી યોજના અંગેની માહિતી મેળવવી વગેરે માબલમાં
તમે સર્વજ્ઞ રૂપે માહિતી મેળવી શકો. આ સિદ્ધમાં એક જાણતા માઈ અને
એક મામડિયા જાણતા માઈ બને, વિવિધ વિષયોને જાણતા પ્રમુખી વધારે
જ્ઞાન મેળવી શક્યા છે.

૧૨ પ્રવક્તા: પુલકી તો માપતા જસવનમાં જ્ઞાન દીપ પ્રગટાવી માખસને પ્રાપ્તિના પથે દોરી શકવા અર્થે હોય છે. પુલકી બ્વારા તો દેશ વિદેશની માહિતી મળી શકે. પુલકી વાંચવાથી માપતા બુદ્ધિની વિકાસ થાય છે. આ બધી બાબતોને ધ્યાનમાં લેતા વાંચનનો લેખ ઉભવવો જરૂર છે એમ નથી લાગતું?

ધ્વનિ:

૧૩ પ્રવક્તા: તમે જાણો છો કે વ્યક્તિ વાંચી શકતો નથી તેની જિંદગી અધડારમય હોય છે. તે દેશ વિદેશના જ્ઞાનથી વંચિત રહે છે. બુદ્ધિ અવિકસિત રહે છે. કટોકટીના પ્રસંગો દરમ્યાન જીવનમાં ધોર નિરાશા વ્યાપી જાય છે. બહુ જ લોવા છતાં કશું જ નથી નો ખાસ થાય છે. કાળા મજર શ્રેણી જેસ બરાબર જાણી શિથિલમાં પ્રકાશ જવાય છે". રામજીભાઈ તો અવિરત ખો લોલતા જ જાય છે.

ધ્વનિ:

૧૪ પ્રવક્તા: રામજીભાઈ મે તો શિક્ષણથી ધનમાં કાયદાની વિશે ચર્ચા લેબાવો. તેમણે કહ્યું કે, "પુલકી વાંચવાથી માપસે માપતા કાર્યક્ષમતા વિકસાવી શકાય છે. તમે તમારા માપના સરખા બની શકો છો. ડીઘ ખસ સમિતિના પ્રમુખ બની શકો છો. એક સારા નેતા બને ઉચ્ચકોટિના ખેડૂત ખસ બની શકો છો ને તમે જાણો છો ને?"

ધ્વનિ:

૧૫ પ્રવક્તા: "ભૂડી, આ બધામાં તમે જોઈ શકો છો ને? લોકો કેવા ઉત્સાહિત થઈ ગયા છે. તમે ખસ ઉત્સાહિત થયેલા માલખ પડી છો. નિશ્ચય ક્યારેક દુઃખી બને દુરિયો જ રહે છે". ખાટલું કહીને રામજીભાઈ લોકોક કાઠી માટે ખોન સ્થળ જ. લોકોવાર બાદ તેમણે કહ્યું કે, "તમે ગરીબી બને

લખારીની પરિસ્થિતિમાંથી ઉગરવા માટે, તમારા ગુણો અને સક્રિય વિડસાવવા માટે પ્રોત્સાહનના કોઈપણ આવવાનું ખોટું પત્રક ઉચ્ચ નૌ.?" ગામ લોડી મેડી મવાજે બોલી ઉઠ્યાં " જૂર જૂર..... જૂર....."

ધ્વનિ:

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૧૬ પ્રવક્તા: અને ગુની તો બરા, રામજીભાઈ તો પ્રોત્સાહનનો કોઈ ચાલુ કરી દીધો. લોડી પોતાની કુરસદના સમયે આ કોઈપણ આવવા માંડ્યા. મસતરની સાથે સાથે તેમના રોજિંદા જસમના પ્રત્યે, પવનસાથે સંબંધી પ્રોત્સાહનો કોરેની પાસે ચર્ચા કરવા લાગ્યા. તેમજ સાથે સારી લગતનાં વધિલા પાસે લાભવા માંડ્યા છે. માપણે પાસે તમારા ગામમાં વહેલી તકે આવવા કોઈ ચાલુ કરવાના છાને. અને ખાસા રાજાને કે તમે બધા પાસે આ કોઈની લાભ લેશો અને જીવનના પથે પ્રયાસ કરશો..... તો ખુદી બાજુ માપણે આ કાર્યક્રમ દૂર કરશે છાને. તમને બધાને માપણે કાર્યક્રમ ઉચે લાગ્યો ને માવની બેઠકે જૂરથી જાણ્યો. ત્યાં સુધી માપણે રજા લઈશું ને માવજી..... રામ રામ....

NON FORMAL EDUCATION PROJECT
DEPARTMENT OF EDUCATION,
SOUTH GUJARAT UNIVERSITY,
S U R A T.

SYLLABUS FOR TRAINING OF WOMEN
IN PUBLIC COOPERATION WORK

Part-I

Civic Education:-

1. Our nation and our national solidarity.
2. Concept of democracy, election pattern of voting, system of civil education including Panchayatiraj institution.
3. Duties of responsible citizen.
4. National Flag & National anthem.
5. Observance of National Festivals.

Part-II

1. Developmental programmes including social Welfare in Five Year Plans.
2. Philosophy of Public Co.operation and the role that men and women can play for betterment of their own environment.
3. Role of women in voluntary organisations and their responsibility towards the development of voluntary efforts.

Part-III

1. Principle of Civil Defence.
2. Formation of Volunteer Force.
3. Protection against air raids.
4. Correction of wrong rumours to avoid panic.
5. National Defence Fund and blood donation.

Part-IV

Agriculture & Animal Husbandary

1. Improved technique of farming, soil, seeds, implements, chemical manures, fertilisers, crop planning, irrigated and dry farming.
2. Local crops and improved methods of storage and prevention of wastage.
3. Elementary knowledge of pests, diseases of various crops and their control.
4. Importance of kitchen gardening.
5. Importance of poultry, pigary, goat/sheep rearing.

Part-V

Health & Hygiene

1. Elements of health and hygiene.

2. Personal and environmental sanitation, importance of personal hygiene with special reference to care of eyes, ears, nose, throat, hairs and nails.
3. Drinking water, its source of contamination/preventing contamination of drinking water.
4. Use of latrines and disposal of wastage and human excreta.
5. Protection from insects/~~flies~~.
6. Information about communicable diseases e.g. T.B., V.D., Leprosy, Gonorr and skin diseases.
7. Importance of immunisation, small pox, triple vaccine, cholera, typhoid, polio, B.C.G. where and how to get it.
8. Importance of small size family, health of mother (Pre-natal and post-natal care).
9. Prevention of indoor & outdoor accidents and first-aid.
10. Home nursing.
11. Harmful effects of smoking, chewing of tobacco and drinking.

Part-VI

1. Improved housing and sanitary conditions.
2. Improvement of kitchen & Labour and time saving devices.
3. Nutrition deficiencies disease and their prevention.

4. Balanced diet for infant pre-school children and expectant mothers with special reference to locally available food.
5. Preservation of food.
6. Clothing.

Part-VII

Special Legislation :

1. Hindu, Parsi, Christian and Muslim Laws the Special Marriage Act, 1954.
2. Hindu Marriage Act, 1955.
3. Hindu Succession Act, 1956.
4. Hindu Adoption and Maintenance Act, 1956.
5. Suppression of immoral traffic in women, in girls Act, 1956.
6. Hindu Minority and Guardianship Act, 1956.
7. Dowry Prohibition Act, 1961.
8. Medical termination of Pregnancy Act, 1971.
9. Code of criminal procedure, 1973.
10. Abolition of Bonded Labour.

NON-FORMAL EDUCATION PROJECT

Department of Education
South Gujarat University, SURAT

(18)

LIST OF VOLUNTARY ORGANISATIONS IN GUJARAT

Sr. No.	Name of the Institution	Date of establishment	Place
1.	Satyagrah Ashram	22-5-1915	Sabarmati, Ahmedabad
2.	Mahipatram Rupram Ashram	Dec., 1892	Raipur, Ahmedabad
3.	Navjivan Prakashan Mandir	Sept., 1919	Ahmedabad
4.	Gujarat Vidyapith	1920	Ahmedabad
5.	Majur Mahajan Sangh	4-12-1917	Ahmedabad
6.	Gujarat Harijan Sevak Sangh	1917	Ahmedabad
7.	Jyoti Sangh	25-4-1934	Ahmedabad
8.	Kasturba Vidyalaya	1945	Koba
9.	Bhal Malkanlha Prayogik Sangh	7-9-1945	Gundi
10.	Gujarat Gandhi Smarak Nidhi		Ahmedabad
11.	Khadi Karyalaya		Amroli
12.	Kathiawad Khadi Mandal	1938	Chalala
13.	Balkelvani Mandal	1931	Bagsra
14.	Jilla Sevak Samaj	1937	Jalia
15.	Sarvodaya Saraswati Mandir	1949	Babapur
16.	Sarvodaya Kelvani Mandal	1968	Tarwada
17.	Shri Thakkerbapa Vidyarthi Ashram	1949	Anjar
18.	Sardar Chhatralaya	1952	Vallabhpur
19.	Khadi Gramedyog Sangh	1939	Bhuji
20.	Vallabh Vidyalaya	1931	Bochasan
21.	Shri Vithal Kelvani Mandal	1935	Nadiad

contd....

1	2	3	4
22.	Harijan Chhatralaya	1919	Bedal
23.	Gram Seva Kendra	1955	Bariavi, Bhaderon, Gambhira, Dethali, Bhaladh
24.	Darbar shree Gopaldas Desai T.B. Hospital	1954	Anand, Bersad, Petlad, Bochasan
25.	Seva Samaj		Bochasan
26.	Gujarat Blind Relief Fund Health Association	2-10-1957 1950	Bohasan
27.	Kasturba Shtkivikas Gruh	2-10-1957	Jamnagar
28.	Shtri Hannar Udhayog Sangh	1950	Jodiya
29.	Gangajala Vidyapith		Aliyabada
30.	Gandhi Ashramchhaya	1927	Perbander
31.	Bhartodya Mandal	1928	Perbander
32.	Bell Mandir	1932	Mangrol
33.	Shishumongal	1935	Junagadh
34.	Rupayatna		Girnor
35.	Sarvodaya Ashram	1948	Shahpur
36.	Gramodyog Mandir		Junagadh
37.	Shardagram		Mangrol
38.	Khadikaryalaya		Visavadar
39.	Kirti Mandir		Perbander
40.	Dang Swarajya Ashram	7-9-1948	Ahwa
41.	Phil Seva Mandal	1922	Dahod
42.	Thakker Bapa Chhatralaya	15-8-1954	Palanpur
43.	Sarvodaya Ashram	2-5-1950	Samali
44.	Banaskantha Jilla Rachmatmak Karyakshar Sangh	2-3-1960	Palanapur
45.	Lokniketan	19-6-1961	Ratnapur
46.	Nutan Bharati	11-6-1961	Nadana (Gadh)

1	2	3	4
75. Anand Niketan	14-12-1949	Rangpur	
76. Vadoera Jilla Pachhatverg Seva Mandal	1956		
77. Lokseva Mandal	1-1-1965	Lamdayura	
78. Shri Thakurbapa Ashram	1924	Navsari	
79. Kasturba Swashram	1-12-1930	Maroli	
80. Ashramshala	1-11-1958	Maroli	
81. Ashramshala	28-1-1954	Chasvad	
82. Ashramshala	1-6-1956	Kelvadi	
83. Ashramshala	15-1-1956	Ambawadi	
84. Post-Basic Vidyalaya	1-6-1963	Kevadi	
85. Rachnatmak Iaryakar Mandal	5-11-1945	Nanuwadi	
86. Gandhi Kutir	30-1-1950	Karadi	
87. Sarvodaya Trust	12-2-1969	Agasi	
88. Gandhi Ghur	1951	Kachheli	
89. Adivasi Seva Samiti	1948	Shamalaji	
90. Seva Mandal	1955	Kasana, Maghrej	
91. Vishw Manglem	1959	Anera	
92. Adivasi Seva Sanshedhan Mandal	1963	Dodlera	
93. Sabarkantha Rachnatmak Sangh	1965	Bardoli	
94. Seva Niketan	1965	Khedbrama	
95. Swarajya Ashram	1921	Bardoli	
96. Kheti Sadhan Vikas Udyog Seva Sahakari Sangh	12-11-1962	Bardoli	
97. Suruchi Printing Trust	1968	Bardoli	
98. Swaraj Ashram	1924	Vedechhi	
99. Kanyashram	1943	Nadhi	
100. Raniparaj Seva Sabha	17-1-1952	Vedechhi	
101. Bapu Ashram	13-5-1959	Gantoli	

1	2	3	4
102. Vansthali	June, 1964	Konjod	
103. Saghan Sikshan Mandal	25-7-1965	Valod	
104. Gandhi Vidyapith	28-10-1966	Vedechhi	
105. Ghershala	1922	Vedhvan	
106. Vikas vidyalaya		Vadhvan	
107. Surendra nagar jilla Sarvodaya Yojana	1-4-1963	Dhasala	
108. Gram Vidyalaya Lokshala	5-5-1958	Dhsala	

NON-FORMAL EDUCATION PROJECT

Department of Education
South Gujarat University, SURAT

WORK DONE AT SOUTH GUJARAT UNIVERSITY, SURAT

South Gujarat University has attempted to reach to the down traders and butmens by adopting continuing education programme from 1976 onwards. This project has been financed by Shri Hari Om Ashram.

TABLE

Details about the classes run by Department
of Education, South Gujarat University

Sr. No.	Description of the classes	Place	Course conductor
<u>1976-77</u>			
1.	Classes for Rixa Drivers	Surat	Shri Chunibhai Bhat
2.	Leadership development among trade unions	Surat	Prof. Hakumat Desai
3.	Child development (for mothers only)	Surat	Miss Dinaben Ghadyali
4.	Child development (for mothers only)	Bilimora	Dr. K.C. Bhatt
5.	New Mathematics for Parents	Surat	Prin. D.V. Desai
6.	Consumers' classes	Surat	Prof. Seeryakant Shah
7.	Classes for teachers from primary school in the area of Science	Surat	Dr. K.V. Sheth
8.	Art and home-decoration	Surat	Shri Virendra Adhvaryu
9.	Classes for Diamond Cutters	Navsari	Shri K.M. Desai
10.	Classes for Adivasi Farmers	Gadad	Dr. K.J. Fadke
<u>1977-78</u>			
1.	New Mathematics for parents	Bulsar	Prof. Ranjit Desai
2.	Adivasi farmers	Bulsar	Dr. B.J. Bhandaria

1	2	3	4
3.	Language teachers from primary education	Surat	Dr. V.B.Patel
4.	Classes for office people	Surat	Mr. N.H.Dixit
5.	Classes for peons	Surat	Mr. Chunibhai Bhatt
6.	Classes for Halpatis	Bardoli	Prin.D.J.Pandya
7.	Classes for Yoga	Surat	Dr. A.C.Oza
8.	Classes for Ladies from police	Surat	Smt.Kusumben Shah

1978-79

1.	Healthy life for hutmens	Billimora	Dr.K.C.Bhatt
2.	Classes for Bus Conductors	Surat	Prof.Hakamatrai Desai
3.	Traffic control and social hygiene	Surat	Mr. Dilip Shah
4.	Classes for Librarians	Surat	Mr. M.J.Dalal
5.	New Mathematics for Parents	Surat	
6.	New Mathematics for Parents	Bulsar	Prof.Ranjit Desai
7.	Techniques for teaching primary school teachers	Ankleshwar	Dr.K.V.Sheth
8.	Techniques for teaching primary school teachers	Surat	Dr.V.B.Patel
9.	Child Psychology for parents	Surat	Dr. B.A.Parikh
10.	Training class for primary teachers	Bardoli	Dr.Banodbbhai Patel